

# Social Studies - Effective August 2023

## Course Descriptions Version 2023

# M/J United States History (#2100010) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2:	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3:	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5:	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6:	Compare interpretations of key events and issues throughout American History.
SS.8.A.1.7:	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
SS.8.A.2.1:	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.8.A.2.2:	Compare the characteristics of the New England, Middle, and Southern colonies.
SS.8.A.2.3:	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
SS.8.A.2.4:	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
SS.8.A.2.5:	Discuss the impact of colonial settlement on Native American populations.
SS.8.A.2.6:	Examine the causes, course, and consequences of the French and Indian War.
SS.8.A.2.7:	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
SS.8.A.3.1:	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
SS.8.A.3.2:	Explain American colonial reaction to British policy from 1763 - 1774.
SS.8.A.3.3:	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
SS.8.A.3.4:	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
SS.8.A.3.5:	Describe the influence of individuals on social and political developments during the Revolutionary era.
SS.8.A.3.6:	Examine the causes, course, and consequences of the American Revolution.
SS.8.A.3.7:	Examine the structure, content, and consequences of the Declaration of Independence.
SS.8.A.3.8:	Examine individuals and groups that affected political and social motivations during the American Revolution.
SS.8.A.3.9:	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
SS.8.A.3.10:	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
SS.8.A.3.11:	Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.
SS.8.A.3.12:	Examine the influences of George Washington's presidency in the formation of the new nation.
SS.8.A.3.13:	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
SS.8.A.3.14:	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
SS.8.A.3.15:	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
SS.8.A.3.16:	Examine key events in Florida history as each impacts this era of American history.
	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic

SS.8.A.4.1:	assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
SS.8.A.4.2:	Describe the debate surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.3:	Examine the experiences and perspectives of significant individuals and groups during this era of American History.
SS.8.A.4.4:	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
SS.8.A.4.5:	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
SS.8.A.4.6:	Identify technological improvements (inventions/inventors) that contributed to industrial growth.
SS.8.A.4.7:	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
SS.8.A.4.8:	Describe the influence of individuals on social and political developments of this era in American History.
SS.8.A.4.9:	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
SS.8.A.4.10:	Analyze the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11:	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
SS.8.A.4.12:	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
SS.8.A.4.13:	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
SS.8.A.4.14:	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
SS.8.A.4.15:	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
SS.8.A.4.16:	Identify key ideas and influences of Jacksonian democracy.
SS.8.A.4.17:	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.4.18:	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
SS.8.A.5.1:	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
SS.8.A.5.2:	Analyze the role of slavery in the development of sectional conflict.
SS.8.A.5.3:	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
SS.8.A.5.4:	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
SS.8.A.5.5:	Compare Union and Confederate strengths and weaknesses.
SS.8.A.5.6:	Compare significant Civil War battles and events and their effects on civilian populations.
SS.8.A.5.7:	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.5.8:	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
SS.8.CG.1.1:	<p>Compare the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.</p> <ul style="list-style-type: none"> <li>• Students will describe colonial forms of government prior to the American Revolution.</li> <li>• Students will evaluate the Loyalists' and Patriots' arguments for remaining loyal to the British Crown or seeking independence from Britain.</li> </ul>
SS.8.CG.1.2:	<p>Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain how the 1868 Florida Constitution conformed with the Reconstruction Era amendments to the U.S. Constitution (e.g., citizenship, equal protection, suffrage).</li> </ul>
SS.8.CG.1.3:	<p>Explain the importance of the rule of law in the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss the impact of the rule of law on U.S. citizens and government.</li> <li>• Students will recognize how the rule of law influences a society.</li> <li>• Students will identify how the rule of law protects citizens from arbitrary and abusive government.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application and enforcement of the law, transparency of institutions).</li> </ul>
SS.8.CG.2.1:	<p>Identify the constitutional provisions for establishing citizenship.</p> <ul style="list-style-type: none"> <li>• Students will explain how the 14th Amendment establishes citizenship.</li> </ul> <p>Compare the responsibilities of citizens at the local, state and national levels.</p>

SS.8.CG.2.2:	<ul style="list-style-type: none"> <li>Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).</li> </ul>
	Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.
SS.8.CG.2.3:	<ul style="list-style-type: none"> <li>Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.</li> </ul>
	Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.
SS.8.CG.2.4:	<ul style="list-style-type: none"> <li>Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.</li> </ul>
	Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.
SS.8.CG.2.5:	<ul style="list-style-type: none"> <li>Students will explain the meaning and purpose of each amendment in the Bill of Rights.</li> <li>Students will describe how the Bill of Rights affects citizens and government.</li> </ul>
	Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.
SS.8.CG.2.6:	<ul style="list-style-type: none"> <li>Students will identify constitutional amendments that address voting rights.</li> <li>Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.</li> </ul>
	Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.
SS.8.CG.3.1:	<ul style="list-style-type: none"> <li>Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)).</li> </ul>
SS.8.E.1.1:	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
SS.8.E.2.1:	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
SS.8.E.2.2:	Explain the economic impact of government policies.
SS.8.E.2.3:	Assess the role of Africans and other minority groups in the economic development of the United States.
SS.8.E.3.1:	Evaluate domestic and international interdependence.
SS.8.G.1.1:	Use maps to explain physical and cultural attributes of major regions throughout American history.
SS.8.G.1.2:	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
SS.8.G.2.1:	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
SS.8.G.2.2:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
SS.8.G.2.3:	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
SS.8.G.3.1:	Locate and describe in geographic terms the major ecosystems of the United States.
SS.8.G.3.2:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
SS.8.G.4.1:	Interpret population growth and other demographic data for any given place in the United States throughout its history.
SS.8.G.4.2:	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
SS.8.G.4.3:	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
SS.8.G.4.4:	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
SS.8.G.4.5:	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
SS.8.G.4.6:	Use political maps to describe changes in boundaries and governance throughout American history.
SS.8.G.5.1:	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
SS.8.G.5.2:	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
SS.8.G.6.1:	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
SS.8.G.6.2:	Illustrate places and events in U.S. history through the use of narratives and graphic representations.
	<b>Actively participate in effortful learning both individually and collectively.</b>
	Mathematicians who participate in effortful learning both individually and with others:

MA.K12.MTR.1.1:

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

**Clarifications:**

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

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

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.2.1:

**Clarifications:**

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

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

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

MA.K12.MTR.4.1:

**Clarifications:**

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

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

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

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

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

**Clarifications:**

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

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

MA.K12.MTR.5.1:

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

**Clarifications:**

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

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

MA.K12.MTR.7.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

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

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

ELA.K12.EE.2.1:

	See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>          Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.8.C.2.4:	Critique school and public health policies that influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

### Special Notes:

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

### Instructional Practices

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

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

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

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

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

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

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### Additional Instructional Resources:

Kinsey Collection: <http://www.thekinseycollection.com/the-kinsey-collection-on-itunes-u/>

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

## GENERAL INFORMATION

**Course Number:** 2100010

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

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:**

American and Western Hemispheric  
Histories >

**Abbreviated Title:** M/J US HIST

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

History (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)



# M/J United States History & Career Planning (#2100015) 2023 - And Beyond

(current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
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SS.8.A.2.6:	Examine the causes, course, and consequences of the French and Indian War.
SS.8.A.2.7:	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
SS.8.A.3.1:	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
SS.8.A.3.2:	Explain American colonial reaction to British policy from 1763 - 1774.
SS.8.A.3.3:	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
SS.8.A.3.4:	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
SS.8.A.3.5:	Describe the influence of individuals on social and political developments during the Revolutionary era.
SS.8.A.3.6:	Examine the causes, course, and consequences of the American Revolution.
SS.8.A.3.7:	Examine the structure, content, and consequences of the Declaration of Independence.
SS.8.A.3.8:	Examine individuals and groups that affected political and social motivations during the American Revolution.
SS.8.A.3.9:	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
SS.8.A.3.10:	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
SS.8.A.3.11:	Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.
SS.8.A.3.12:	Examine the influences of George Washington's presidency in the formation of the new nation.
SS.8.A.3.13:	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
SS.8.A.3.14:	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
SS.8.A.3.15:	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

SS.8.A.3.16:	Examine key events in Florida history as each impacts this era of American history.
SS.8.A.4.1:	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
SS.8.A.4.2:	Describe the debate surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.3:	Examine the experiences and perspectives of significant individuals and groups during this era of American History.
SS.8.A.4.4:	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
SS.8.A.4.5:	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
SS.8.A.4.6:	Identify technological improvements (inventions/inventors) that contributed to industrial growth.
SS.8.A.4.7:	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
SS.8.A.4.8:	Describe the influence of individuals on social and political developments of this era in American History.
SS.8.A.4.9:	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
SS.8.A.4.10:	Analyze the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11:	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
SS.8.A.4.12:	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
SS.8.A.4.13:	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
SS.8.A.4.14:	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
SS.8.A.4.15:	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
SS.8.A.4.16:	Identify key ideas and influences of Jacksonian democracy.
SS.8.A.4.17:	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.4.18:	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
SS.8.A.5.1:	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
SS.8.A.5.2:	Analyze the role of slavery in the development of sectional conflict.
SS.8.A.5.3:	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
SS.8.A.5.4:	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
SS.8.A.5.5:	Compare Union and Confederate strengths and weaknesses.
SS.8.A.5.6:	Compare significant Civil War battles and events and their effects on civilian populations.
SS.8.A.5.7:	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.5.8:	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
SS.8.CG.1.1:	<p>Compare the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.</p> <ul style="list-style-type: none"> <li>• Students will describe colonial forms of government prior to the American Revolution.</li> <li>• Students will evaluate the Loyalists' and Patriots' arguments for remaining loyal to the British Crown or seeking independence from Britain.</li> </ul>
	Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.
SS.8.CG.1.2:	<ul style="list-style-type: none"> <li>• Students will explain how the 1868 Florida Constitution conformed with the Reconstruction Era amendments to the U.S. Constitution (e.g., citizenship, equal protection, suffrage).</li> </ul>
SS.8.CG.1.3:	<p>Explain the importance of the rule of law in the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss the impact of the rule of law on U.S. citizens and government.</li> <li>• Students will recognize how the rule of law influences a society.</li> <li>• Students will identify how the rule of law protects citizens from arbitrary and abusive government.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application and enforcement of the law, transparency of institutions).</li> </ul>
SS.8.CG.2.1:	<p>Identify the constitutional provisions for establishing citizenship.</p> <ul style="list-style-type: none"> <li>• Students will explain how the 14th Amendment establishes citizenship.</li> </ul>

	Compare the responsibilities of citizens at the local, state and national levels.
SS.8.CG.2.2:	<ul style="list-style-type: none"> <li>Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).</li> </ul>
	Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.
SS.8.CG.2.3:	<ul style="list-style-type: none"> <li>Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.</li> </ul>
	Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.
SS.8.CG.2.4:	<ul style="list-style-type: none"> <li>Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.</li> </ul>
	Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.
SS.8.CG.2.5:	<ul style="list-style-type: none"> <li>Students will explain the meaning and purpose of each amendment in the Bill of Rights.</li> <li>Students will describe how the Bill of Rights affects citizens and government.</li> </ul>
	Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.
SS.8.CG.2.6:	<ul style="list-style-type: none"> <li>Students will identify constitutional amendments that address voting rights.</li> <li>Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.</li> </ul>
	Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.
SS.8.CG.3.1:	<ul style="list-style-type: none"> <li>Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)).</li> </ul>
SS.8.E.1.1:	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
SS.8.E.2.1:	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
SS.8.E.2.2:	Explain the economic impact of government policies.
SS.8.E.2.3:	Assess the role of Africans and other minority groups in the economic development of the United States.
SS.8.E.3.1:	Evaluate domestic and international interdependence.
SS.8.G.1.1:	Use maps to explain physical and cultural attributes of major regions throughout American history.
SS.8.G.1.2:	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
SS.8.G.2.1:	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
SS.8.G.2.2:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
SS.8.G.2.3:	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
SS.8.G.3.1:	Locate and describe in geographic terms the major ecosystems of the United States.
SS.8.G.3.2:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
SS.8.G.4.1:	Interpret population growth and other demographic data for any given place in the United States throughout its history.
SS.8.G.4.2:	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
SS.8.G.4.3:	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
SS.8.G.4.4:	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
SS.8.G.4.5:	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
SS.8.G.4.6:	Use political maps to describe changes in boundaries and governance throughout American history.
SS.8.G.5.1:	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
SS.8.G.5.2:	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
SS.8.G.6.1:	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
SS.8.G.6.2:	Illustrate places and events in U.S. history through the use of narratives and graphic representations.
	<b>Actively participate in effortful learning both individually and collectively.</b>

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

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

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

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

MA.K12.MTR.5.1:

**Clarifications:**

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

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

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

**Clarifications:**

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

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

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

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

ELA.K12.EE.1.1:

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.8.C.2.4:	Critique school and public health policies that influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

**Career and Education Planning Course Standards** – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

## Special Notes:

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

## Instructional Practices

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

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

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

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

## English Language Development ELD Standards Special Notes Section:

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

## Additional Instructional Resources:

Kinsey Collection: <http://www.thekinseycollection.com/the-kinsey-collection-on-itunes-u/>

## GENERAL INFORMATION

<b>Course Number:</b> 2100015	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 6 to 8 Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> American and Western Hemispheric Histories > <b>Abbreviated Title:</b> M/J US HIST&CAR PLAN <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 6,7,8	

## Educator Certifications

History (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)



# M/J United States History Advanced (#2100020) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2:	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3:	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5:	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6:	Compare interpretations of key events and issues throughout American History.
SS.8.A.1.7:	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
SS.8.A.2.1:	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.8.A.2.2:	Compare the characteristics of the New England, Middle, and Southern colonies.
SS.8.A.2.3:	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
SS.8.A.2.4:	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
SS.8.A.2.5:	Discuss the impact of colonial settlement on Native American populations.
SS.8.A.2.6:	Examine the causes, course, and consequences of the French and Indian War.
SS.8.A.2.7:	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
SS.8.A.3.1:	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
SS.8.A.3.2:	Explain American colonial reaction to British policy from 1763 - 1774.
SS.8.A.3.3:	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
SS.8.A.3.4:	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
SS.8.A.3.5:	Describe the influence of individuals on social and political developments during the Revolutionary era.
SS.8.A.3.6:	Examine the causes, course, and consequences of the American Revolution.
SS.8.A.3.7:	Examine the structure, content, and consequences of the Declaration of Independence.
SS.8.A.3.8:	Examine individuals and groups that affected political and social motivations during the American Revolution.
SS.8.A.3.9:	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
SS.8.A.3.10:	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
SS.8.A.3.11:	Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.
SS.8.A.3.12:	Examine the influences of George Washington's presidency in the formation of the new nation.
SS.8.A.3.13:	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
SS.8.A.3.14:	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
SS.8.A.3.15:	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
SS.8.A.3.16:	Examine key events in Florida history as each impacts this era of American history.
	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic

SS.8.A.4.1:	assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
SS.8.A.4.2:	Describe the debate surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.3:	Examine the experiences and perspectives of significant individuals and groups during this era of American History.
SS.8.A.4.4:	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
SS.8.A.4.5:	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
SS.8.A.4.6:	Identify technological improvements (inventions/inventors) that contributed to industrial growth.
SS.8.A.4.7:	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
SS.8.A.4.8:	Describe the influence of individuals on social and political developments of this era in American History.
SS.8.A.4.9:	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
SS.8.A.4.10:	Analyze the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11:	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
SS.8.A.4.12:	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
SS.8.A.4.13:	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
SS.8.A.4.14:	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
SS.8.A.4.15:	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
SS.8.A.4.16:	Identify key ideas and influences of Jacksonian democracy.
SS.8.A.4.17:	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.4.18:	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
SS.8.A.5.1:	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
SS.8.A.5.2:	Analyze the role of slavery in the development of sectional conflict.
SS.8.A.5.3:	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
SS.8.A.5.4:	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
SS.8.A.5.5:	Compare Union and Confederate strengths and weaknesses.
SS.8.A.5.6:	Compare significant Civil War battles and events and their effects on civilian populations.
SS.8.A.5.7:	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.5.8:	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
SS.8.CG.1.1:	<p>Compare the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.</p> <ul style="list-style-type: none"> <li>• Students will describe colonial forms of government prior to the American Revolution.</li> <li>• Students will evaluate the Loyalists' and Patriots' arguments for remaining loyal to the British Crown or seeking independence from Britain.</li> </ul>
SS.8.CG.1.2:	<p>Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain how the 1868 Florida Constitution conformed with the Reconstruction Era amendments to the U.S. Constitution (e.g., citizenship, equal protection, suffrage).</li> </ul>
SS.8.CG.1.3:	<p>Explain the importance of the rule of law in the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss the impact of the rule of law on U.S. citizens and government.</li> <li>• Students will recognize how the rule of law influences a society.</li> <li>• Students will identify how the rule of law protects citizens from arbitrary and abusive government.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application and enforcement of the law, transparency of institutions).</li> </ul>
SS.8.CG.2.1:	<p>Identify the constitutional provisions for establishing citizenship.</p> <ul style="list-style-type: none"> <li>• Students will explain how the 14th Amendment establishes citizenship.</li> </ul> <p>Compare the responsibilities of citizens at the local, state and national levels.</p>

SS.8.CG.2.2:	<ul style="list-style-type: none"> <li>Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).</li> </ul>
	Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.
SS.8.CG.2.3:	<ul style="list-style-type: none"> <li>Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.</li> </ul>
	Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.
SS.8.CG.2.4:	<ul style="list-style-type: none"> <li>Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.</li> </ul>
	Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.
SS.8.CG.2.5:	<ul style="list-style-type: none"> <li>Students will explain the meaning and purpose of each amendment in the Bill of Rights.</li> <li>Students will describe how the Bill of Rights affects citizens and government.</li> </ul>
	Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.
SS.8.CG.2.6:	<ul style="list-style-type: none"> <li>Students will identify constitutional amendments that address voting rights.</li> <li>Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.</li> </ul>
	Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.
SS.8.CG.3.1:	<ul style="list-style-type: none"> <li>Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)).</li> </ul>
SS.8.E.1.1:	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
SS.8.E.2.1:	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
SS.8.E.2.2:	Explain the economic impact of government policies.
SS.8.E.2.3:	Assess the role of Africans and other minority groups in the economic development of the United States.
SS.8.E.3.1:	Evaluate domestic and international interdependence.
SS.8.G.1.1:	Use maps to explain physical and cultural attributes of major regions throughout American history.
SS.8.G.1.2:	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
SS.8.G.2.1:	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
SS.8.G.2.2:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
SS.8.G.2.3:	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
SS.8.G.3.1:	Locate and describe in geographic terms the major ecosystems of the United States.
SS.8.G.3.2:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
SS.8.G.4.1:	Interpret population growth and other demographic data for any given place in the United States throughout its history.
SS.8.G.4.2:	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
SS.8.G.4.3:	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
SS.8.G.4.4:	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
SS.8.G.4.5:	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
SS.8.G.4.6:	Use political maps to describe changes in boundaries and governance throughout American history.
SS.8.G.5.1:	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
SS.8.G.5.2:	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
SS.8.G.6.1:	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
SS.8.G.6.2:	Illustrate places and events in U.S. history through the use of narratives and graphic representations.
	<b>Actively participate in effortful learning both individually and collectively.</b>
	Mathematicians who participate in effortful learning both individually and with others:

MA.K12.MTR.1.1:

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

**Clarifications:**

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

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

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.2.1:

**Clarifications:**

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

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

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

MA.K12.MTR.4.1:

**Clarifications:**

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

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

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

## General Course Information and Notes

### GENERAL NOTES

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

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

**Special Notes:** Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

### Instructional Practices

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

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

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

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

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

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

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

**Additional Instructional Resources:**

Kinsey Collection: <http://www.thekinseycollection.com/the-kinsey-collection-on-itunes-u/>

**QUALIFICATIONS**

added elem ed cert options, per commissioner approval on 1/23/18

**GENERAL INFORMATION**

<b>Course Number:</b> 2100020	<p><b>Course Path: Section:</b> Grades PreK to 12 Education Courses &gt; <b>Grade Group:</b> Grades 6 to 8 Education Courses &gt; <b>Subject:</b> Social Studies &gt; <b>SubSubject:</b> American and Western Hemispheric Histories &gt;</p> <p><b>Abbreviated Title:</b> M/J US HIST ADV</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 6,7,8	

**Educator Certifications**

History (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

# M/J United States History Advanced & Career Planning (#2100025) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2:	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3:	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5:	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6:	Compare interpretations of key events and issues throughout American History.
SS.8.A.1.7:	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
SS.8.A.2.1:	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.8.A.2.2:	Compare the characteristics of the New England, Middle, and Southern colonies.
SS.8.A.2.3:	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
SS.8.A.2.4:	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
SS.8.A.2.5:	Discuss the impact of colonial settlement on Native American populations.
SS.8.A.2.6:	Examine the causes, course, and consequences of the French and Indian War.
SS.8.A.2.7:	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
SS.8.A.3.1:	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
SS.8.A.3.2:	Explain American colonial reaction to British policy from 1763 - 1774.
SS.8.A.3.3:	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
SS.8.A.3.4:	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
SS.8.A.3.5:	Describe the influence of individuals on social and political developments during the Revolutionary era.
SS.8.A.3.6:	Examine the causes, course, and consequences of the American Revolution.
SS.8.A.3.7:	Examine the structure, content, and consequences of the Declaration of Independence.
SS.8.A.3.8:	Examine individuals and groups that affected political and social motivations during the American Revolution.
SS.8.A.3.9:	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
SS.8.A.3.10:	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
SS.8.A.3.11:	Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.
SS.8.A.3.12:	Examine the influences of George Washington's presidency in the formation of the new nation.
SS.8.A.3.13:	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
SS.8.A.3.14:	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
SS.8.A.3.15:	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).



SS.8.A.3.16:	Examine key events in Florida history as each impacts this era of American history.
SS.8.A.4.1:	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
SS.8.A.4.2:	Describe the debate surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.3:	Examine the experiences and perspectives of significant individuals and groups during this era of American History.
SS.8.A.4.4:	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
SS.8.A.4.5:	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
SS.8.A.4.6:	Identify technological improvements (inventions/inventors) that contributed to industrial growth.
SS.8.A.4.7:	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
SS.8.A.4.8:	Describe the influence of individuals on social and political developments of this era in American History.
SS.8.A.4.9:	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
SS.8.A.4.10:	Analyze the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11:	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
SS.8.A.4.12:	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
SS.8.A.4.13:	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
SS.8.A.4.14:	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
SS.8.A.4.15:	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
SS.8.A.4.16:	Identify key ideas and influences of Jacksonian democracy.
SS.8.A.4.17:	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.4.18:	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
SS.8.A.5.1:	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
SS.8.A.5.2:	Analyze the role of slavery in the development of sectional conflict.
SS.8.A.5.3:	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
SS.8.A.5.4:	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
SS.8.A.5.5:	Compare Union and Confederate strengths and weaknesses.
SS.8.A.5.6:	Compare significant Civil War battles and events and their effects on civilian populations.
SS.8.A.5.7:	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.5.8:	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
SS.8.CG.1.1:	<p>Compare the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.</p> <ul style="list-style-type: none"> <li>• Students will describe colonial forms of government prior to the American Revolution.</li> <li>• Students will evaluate the Loyalists' and Patriots' arguments for remaining loyal to the British Crown or seeking independence from Britain.</li> </ul>
	Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.
SS.8.CG.1.2:	<ul style="list-style-type: none"> <li>• Students will explain how the 1868 Florida Constitution conformed with the Reconstruction Era amendments to the U.S. Constitution (e.g., citizenship, equal protection, suffrage).</li> </ul>
SS.8.CG.1.3:	<p>Explain the importance of the rule of law in the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss the impact of the rule of law on U.S. citizens and government.</li> <li>• Students will recognize how the rule of law influences a society.</li> <li>• Students will identify how the rule of law protects citizens from arbitrary and abusive government.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application and enforcement of the law, transparency of institutions).</li> </ul>
SS.8.CG.2.1:	<p>Identify the constitutional provisions for establishing citizenship.</p> <ul style="list-style-type: none"> <li>• Students will explain how the 14th Amendment establishes citizenship.</li> </ul>

	Compare the responsibilities of citizens at the local, state and national levels.
SS.8.CG.2.2:	<ul style="list-style-type: none"> <li>Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).</li> </ul>
	Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.
SS.8.CG.2.3:	<ul style="list-style-type: none"> <li>Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.</li> </ul>
	Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.
SS.8.CG.2.4:	<ul style="list-style-type: none"> <li>Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.</li> </ul>
	Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.
SS.8.CG.2.5:	<ul style="list-style-type: none"> <li>Students will explain the meaning and purpose of each amendment in the Bill of Rights.</li> <li>Students will describe how the Bill of Rights affects citizens and government.</li> </ul>
	Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.
SS.8.CG.2.6:	<ul style="list-style-type: none"> <li>Students will identify constitutional amendments that address voting rights.</li> <li>Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.</li> </ul>
	Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.
SS.8.CG.3.1:	<ul style="list-style-type: none"> <li>Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)).</li> </ul>
SS.8.E.1.1:	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
SS.8.E.2.1:	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
SS.8.E.2.2:	Explain the economic impact of government policies.
SS.8.E.2.3:	Assess the role of Africans and other minority groups in the economic development of the United States.
SS.8.E.3.1:	Evaluate domestic and international interdependence.
SS.8.G.1.1:	Use maps to explain physical and cultural attributes of major regions throughout American history.
SS.8.G.1.2:	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
SS.8.G.2.1:	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
SS.8.G.2.2:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
SS.8.G.2.3:	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
SS.8.G.3.1:	Locate and describe in geographic terms the major ecosystems of the United States.
SS.8.G.3.2:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
SS.8.G.4.1:	Interpret population growth and other demographic data for any given place in the United States throughout its history.
SS.8.G.4.2:	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
SS.8.G.4.3:	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
SS.8.G.4.4:	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
SS.8.G.4.5:	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
SS.8.G.4.6:	Use political maps to describe changes in boundaries and governance throughout American history.
SS.8.G.5.1:	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
SS.8.G.5.2:	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
SS.8.G.6.1:	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
SS.8.G.6.2:	Illustrate places and events in U.S. history through the use of narratives and graphic representations.
	<b>Actively participate in effortful learning both individually and collectively.</b>

MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>
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<b>Demonstrate understanding by representing problems in multiple ways.</b>	
MA.K12.MTR.2.1:	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>

<b>Complete tasks with mathematical fluency.</b>	
MA.K12.MTR.3.1:	<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>

<b>Engage in discussions that reflect on the mathematical thinking of self and others.</b>	
MA.K12.MTR.4.1:	<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly</li> </ul>

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

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

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

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

MA.K12.MTR.5.1:

**Clarifications:**

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

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

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

**Clarifications:**

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

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

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

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

ELA.K12.EE.1.1:

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.8.C.2.4:	Critique school and public health policies that influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

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

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml>.

**Career and Education Planning Course Standards** – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Special Notes:**

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

**Instructional Practices**

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

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

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

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

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

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

**Additional Instructional Resources:**

Kinsey Collection: <http://www.thekinseycollection.com/the-kinsey-collection-on-itunes-u/>

**GENERAL INFORMATION**

<b>Course Number:</b> 2100025	<p><b>Course Path: Section:</b> Grades PreK to 12 Education Courses &gt; <b>Grade Group:</b> Grades 6 to 8 Education Courses &gt; <b>Subject:</b> Social Studies &gt; <b>SubSubject:</b> American and Western Hemispheric Histories &gt; <b>Abbreviated Title:</b> M/J US HIS ADV &amp; C/P</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Honors</li> <li>• Class Size Core Required</li> </ul>
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**Course Type:** Core Academic Course      **Course Level:** 3  
**Course Status:** Course Approved

**Educator Certifications**

History (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

# M/J Florida History (#2100030) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2:	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3:	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5:	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6:	Compare interpretations of key events and issues throughout American History.
SS.8.A.1.7:	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
SS.8.A.2.1:	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.8.A.2.3:	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
SS.8.A.2.4:	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
SS.8.A.2.5:	Discuss the impact of colonial settlement on Native American populations.
SS.8.A.2.7:	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
SS.8.A.3.15:	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
SS.8.A.3.16:	Examine key events in Florida history as each impacts this era of American history.
SS.8.A.4.2:	Describe the debate surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.3:	Examine the experiences and perspectives of significant individuals and groups during this era of American History.
SS.8.A.4.4:	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
SS.8.A.4.5:	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
SS.8.A.4.6:	Identify technological improvements (inventions/inventors) that contributed to industrial growth.
SS.8.A.4.8:	Describe the influence of individuals on social and political developments of this era in American History.
SS.8.A.4.10:	Analyze the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11:	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
SS.8.A.4.17:	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.4.18:	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
SS.8.A.5.1:	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
SS.8.A.5.2:	Analyze the role of slavery in the development of sectional conflict.
SS.8.A.5.7:	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.5.8:	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
SS.8.CG.2.1:	<p>Identify the constitutional provisions for establishing citizenship.</p> <ul style="list-style-type: none"> <li>• Students will explain how the 14th Amendment establishes citizenship.</li> </ul>
	Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.



SS.8.CG.2.3:	<ul style="list-style-type: none"> <li>Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.</li> </ul>
SS.8.CG.2.4:	<p>Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.</p> <ul style="list-style-type: none"> <li>Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.</li> </ul>
SS.8.CG.2.6:	<p>Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.</p> <ul style="list-style-type: none"> <li>Students will identify constitutional amendments that address voting rights.</li> <li>Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.</li> </ul>
SS.8.CG.3.1:	<p>Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.</p> <ul style="list-style-type: none"> <li>Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)).</li> </ul>
SS.8.E.1.1:	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
SS.8.E.2.1:	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
SS.8.E.2.2:	Explain the economic impact of government policies.
SS.8.E.2.3:	Assess the role of Africans and other minority groups in the economic development of the United States.
SS.8.G.1.1:	Use maps to explain physical and cultural attributes of major regions throughout American history.
SS.8.G.1.2:	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
SS.8.G.2.1:	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
SS.8.G.2.2:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
SS.8.G.2.3:	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
SS.8.G.3.1:	Locate and describe in geographic terms the major ecosystems of the United States.
SS.8.G.3.2:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
SS.8.G.4.1:	Interpret population growth and other demographic data for any given place in the United States throughout its history.
SS.8.G.4.2:	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
SS.8.G.4.3:	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
SS.8.G.4.4:	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
SS.8.G.4.5:	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
SS.8.G.4.6:	Use political maps to describe changes in boundaries and governance throughout American history.
SS.8.G.5.1:	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
SS.8.G.5.2:	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
SS.8.G.6.1:	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
SS.8.G.6.2:	Illustrate places and events in U.S. history through the use of narratives and graphic representations.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p>

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

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

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.2.1:

**Clarifications:**

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

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

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

MA.K12.MTR.4.1:

**Clarifications:**

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

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

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

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

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

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p><b>Assess the reasonableness of solutions.</b></p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p>

ELA.K.12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.8.C.2.4:	Critique school and public health policies that influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**M/J Florida** - The social studies curriculum for this course consists of the following content area strands: American History, Economics, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood, Florida's role in sectionalism, Florida's system of slavery, Civil War and Reconstruction, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development. Students will study methods of historical inquiry and primary and secondary historical documents.

### Instructional Practices

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

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

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

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

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

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

### GENERAL INFORMATION

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

**Course Number:** 2100030

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:**

American and Western Hemispheric

Histories >

**Abbreviated Title:** M/J FLORIDA HIST

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### **Educator Certifications**

History (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# M/J International Baccalaureate MYP United States History (#2100040) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at:  
<http://www.ibo.org/en/programmes/>

### GENERAL INFORMATION

**Course Number:** 2100040

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:** American and Western Hemispheric Histories >

**Abbreviated Title:** M/J IB MYP US HIST

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

History (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# M/J International Baccalaureate MYP United States History & Career Planning (#2100041) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

**Career and Education Planning Course Standards** – Students will:

- Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- Develop skills to locate, evaluate, and interpret career information.
- Identify and demonstrate processes for making short and long term goals.
- Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- Understand the relationship between educational achievement and career choices/postsecondary options.
- Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- Demonstrate knowledge of technology and its application in career fields/clusters.

### GENERAL INFORMATION

**Course Number:** 2100041

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** American and Western Hemispheric Histories > **Abbreviated Title:** M/J IB MYP USHIST/CP  
**Course Length:** Year (Y)  
**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Core Academic Course    **Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

History (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Social Science (Grades 5-9)
Social Science (Grades 6-12)



# M/J United States History & Civics (#2100045) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.7.CG.1.1:	<p>Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).</li> <li>• Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).</li> <li>• Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.</li> <li>• Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.</li> </ul>
SS.7.CG.1.2:	<p>Trace the principles underlying America's founding ideas on law and government.</p> <ul style="list-style-type: none"> <li>• Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).</li> <li>• Students will explain why religious liberty is a protected right.</li> </ul>
SS.7.CG.1.3:	<p>Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.</p> <ul style="list-style-type: none"> <li>• Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments) and Common Sense (representative self-government).</li> </ul>
SS.7.CG.1.4:	<p>Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.</p> <ul style="list-style-type: none"> <li>• Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.</li> <li>• Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.</li> <li>• Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.</li> </ul>
SS.7.CG.1.5:	<p>Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).</li> <li>• Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence.</li> </ul>
SS.7.CG.1.6:	<p>Analyze the ideas and grievances set forth in the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).</li> <li>• Students will explain the concept of natural rights as expressed in the Declaration of Independence.</li> <li>• Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.</li> <li>• Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.</li> </ul>

- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.
- Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).

SS.7.CG.1.7:	<p>Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).</li> </ul>
SS.7.CG.1.8:	<p>Explain the purpose of the Preamble to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).</li> <li>• Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).</li> <li>• Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.</li> </ul>
SS.7.CG.1.9:	<p>Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of limited government in the U.S. Constitution.</li> <li>• Students will describe and distinguish between separation of powers and checks and balances.</li> <li>• Students will analyze how government power is limited by separation of powers and/or checks and balances.</li> <li>• Students will recognize examples of separation of powers and checks and balances.</li> <li>• Students will recognize the influence of the U.S. Constitution on the development of other governments.</li> </ul>
SS.7.CG.1.10:	<p>Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.</li> <li>• Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.</li> </ul>
SS.7.CG.1.11:	<p>Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.</p> <ul style="list-style-type: none"> <li>• Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.</li> <li>• Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.</li> <li>• Students will analyze the meaning and importance of due process in the United States legal system.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).</li> </ul>
SS.7.CG.2.1:	<p>Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.</p> <ul style="list-style-type: none"> <li>• Students will define citizenship as stated in the 14th Amendment.</li> <li>• Students will explain the process of becoming a naturalized citizen.</li> <li>• Students will define permanent residency and explain its role in obtaining citizenship.</li> <li>• Students will examine the impact of the naturalization process on society, government and the political process.</li> </ul>
SS.7.CG.2.2:	<p>Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.</p> <ul style="list-style-type: none"> <li>• Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.</li> <li>• Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.</li> <li>• Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.</li> <li>• Students will use scenarios to assess specific obligations of citizens.</li> <li>• Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.</li> </ul>
	<p>Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.</li> <li>• Students will recognize the five freedoms protected by the First Amendment.</li> </ul>

SS.7.CG.2.3:	<ul style="list-style-type: none"> <li>• Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.</li> <li>• Students will use scenarios to identify rights protected by the Bill of Rights.</li> <li>• Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.</li> </ul>
SS.7.CG.2.4:	<p>Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.</p> <ul style="list-style-type: none"> <li>• Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).</li> <li>• Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).</li> <li>• Students will use scenarios to examine the impact of limiting individual rights.</li> <li>• Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.</li> </ul>
SS.7.CG.2.5:	<p>Describe the trial process and the role of juries in the administration of justice at the state and federal levels.</p> <ul style="list-style-type: none"> <li>• Students will examine the significance of juries in the American legal system.</li> <li>• Students will explain types of jury trials, how juries are selected and why jury trials are important.</li> </ul>
SS.7.CG.2.6:	<p>Examine the election and voting process at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain how elections and voting impact citizens at the local, state and national levels.</li> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.</li> </ul>
SS.7.CG.2.7:	<p>Identify the constitutional qualifications required to hold state and national office.</p> <ul style="list-style-type: none"> <li>• Students will recognize the qualifications to seek election to local and state political offices.</li> </ul>
SS.7.CG.2.8:	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <ul style="list-style-type: none"> <li>• Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).</li> <li>• Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).</li> <li>• Students will identify methods used by interest groups to monitor and influence government.</li> </ul>
SS.7.CG.2.9:	<p>Analyze media and political communications and identify examples of bias, symbolism and propaganda.</p> <ul style="list-style-type: none"> <li>• Students will use scenarios to identify bias, symbolism and propaganda.</li> <li>• Students will evaluate how bias, symbolism and propaganda can impact public opinion.</li> </ul>
SS.7.CG.2.10:	<p>Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.</p> <ul style="list-style-type: none"> <li>• Students will identify the appropriate level of government to resolve specific problems.</li> <li>• Students will identify appropriate government agencies to address local or state problems.</li> <li>• Students will analyze public policy alternatives to resolve local and state problems.</li> </ul>
SS.7.CG.3.1:	<p>Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).</li> <li>• Students will identify different forms of government based on their political philosophy or organizational structure.</li> <li>• Students will analyze scenarios describing various forms of government.</li> <li>• Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.</li> </ul>
SS.7.CG.3.2:	<p>Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of federal, confederal and unitary systems of government.</li> <li>• Students will compare the organizational structures of systems of government.</li> <li>• Students will recognize examples of these systems of government.</li> <li>• Students will analyze scenarios describing various systems of government.</li> </ul>
SS.7.CG.3.3:	<p>Describe the structure and function of the three branches of government established in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the structure of the legislative, executive and judicial branches.</li> <li>• Students will compare the roles and responsibilities of the three branches of the national government.</li> <li>• Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.</li> </ul>

SS.7.CG.3.4:	<p>Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.</p> <ul style="list-style-type: none"> <li>• Students will describe the system of federalism as established by the U.S. Constitution.</li> <li>• Students will analyze how federalism limits government power.</li> <li>• Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.</li> </ul>
SS.7.CG.3.5:	<p>Explain the amendment process outlined in Article V of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.</li> <li>• Students will identify the correct sequence of each amendment process.</li> <li>• Students will identify the importance of a formal amendment process.</li> <li>• Students will recognize the significance of the difficulty of amending the U.S. Constitution.</li> </ul>
SS.7.CG.3.6:	<p>Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.</p> <ul style="list-style-type: none"> <li>• Students will recognize how these amendments expanded civil rights to African Americans, women and young people.</li> <li>• Students will evaluate the impact these amendments have had on American society.</li> <li>• Students will examine how these amendments increased participation in the political process.</li> </ul>
SS.7.CG.3.7:	<p>Explain the structure, functions and processes of the legislative branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).</li> <li>• Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).</li> <li>• Students will compare and contrast the lawmaking process at the local, state and national levels.</li> </ul>
SS.7.CG.3.8:	<p>Explain the structure, functions and processes of the executive branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).</li> <li>• Students will compare and contrast executive authority at the local, state and national levels.</li> <li>• Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).</li> </ul>
SS.7.CG.3.9:	<p>Explain the structure, functions and processes of the judicial branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).</li> <li>• Students will distinguish between the structure, functions and powers of courts at the state and federal levels.</li> <li>• Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.</li> <li>• Students will compare the trial and appellate processes.</li> </ul>
SS.7.CG.3.10:	<p>Identify sources and types of law.</p> <ul style="list-style-type: none"> <li>• Students will explain how historical codes of law influenced the United States.</li> <li>• Students will recognize natural, constitutional, statutory, case and common law as sources of law.</li> <li>• Students will compare civil, criminal, constitutional and/or military types of law.</li> </ul>
SS.7.CG.3.11:	<p>Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).</li> <li>• Students will use primary sources to assess the significance of each U.S. Supreme Court case.</li> <li>• Students will evaluate the impact of each case on society.</li> <li>• Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.</li> </ul>
SS.7.CG.3.12:	<p>Compare the U.S. and Florida constitutions.</p> <ul style="list-style-type: none"> <li>• Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).</li> <li>• Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).</li> <li>• Students will compare the amendment process of the U.S. and Florida Constitutions.</li> <li>• Students will recognize the U.S. Constitution as the supreme law of the land.</li> </ul>
SS.7.CG.3.13:	<p>Explain government obligations to its citizens and the services provided at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will describe and classify specific services provided by local, state and national governments.</li> </ul>

- Students will compare the powers and obligations of local, state and national governments.

SS.7.CG.3.14:	<p>Explain the purpose and function of the Electoral College in electing the President of the United States.</p> <ul style="list-style-type: none"> <li>• Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.</li> </ul>
SS.7.CG.3.15:	<p>Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.</p> <ul style="list-style-type: none"> <li>• Students will evaluate various economic systems (e.g., capitalism, communism, socialism).</li> <li>• Students will compare the economic prosperity and opportunity of current nations.</li> </ul>
SS.7.CG.4.1:	<p>Explain the relationship between U.S. foreign and domestic policy.</p> <ul style="list-style-type: none"> <li>• Students will recognize the difference between domestic and foreign policy.</li> <li>• Students will identify issues that relate to U.S. domestic and foreign policy.</li> <li>• Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.</li> </ul>
SS.7.CG.4.2:	<p>Describe the United States’ and citizen participation in international organizations.</p> <ul style="list-style-type: none"> <li>• Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).</li> <li>• Students will discuss the advantages and disadvantages of U.S. membership in international organizations.</li> </ul>
SS.7.CG.4.3:	<p>Describe examples of the United States’ actions and reactions in international conflicts.</p> <ul style="list-style-type: none"> <li>• Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.</li> <li>• Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.</li> <li>• Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).</li> </ul>
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2:	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3:	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5:	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6:	Compare interpretations of key events and issues throughout American History.
SS.8.A.1.7:	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
SS.8.A.2.1:	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.8.A.2.2:	Compare the characteristics of the New England, Middle, and Southern colonies.
SS.8.A.2.3:	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
SS.8.A.2.4:	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
SS.8.A.2.5:	Discuss the impact of colonial settlement on Native American populations.
SS.8.A.2.6:	Examine the causes, course, and consequences of the French and Indian War.
SS.8.A.2.7:	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
SS.8.A.3.1:	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
SS.8.A.3.2:	Explain American colonial reaction to British policy from 1763 - 1774.
SS.8.A.3.3:	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
SS.8.A.3.4:	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
SS.8.A.3.5:	Describe the influence of individuals on social and political developments during the Revolutionary era.
SS.8.A.3.6:	Examine the causes, course, and consequences of the American Revolution.
SS.8.A.3.7:	Examine the structure, content, and consequences of the Declaration of Independence.
SS.8.A.3.8:	Examine individuals and groups that affected political and social motivations during the American Revolution.
SS.8.A.3.9:	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
SS.8.A.3.10:	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

SS.8.A.3.11:	Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.
SS.8.A.3.12:	Examine the influences of George Washington's presidency in the formation of the new nation.
SS.8.A.3.13:	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
SS.8.A.3.14:	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
SS.8.A.3.15:	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
SS.8.A.3.16:	Examine key events in Florida history as each impacts this era of American history.
SS.8.A.4.1:	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
SS.8.A.4.2:	Describe the debate surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.3:	Examine the experiences and perspectives of significant individuals and groups during this era of American History.
SS.8.A.4.4:	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
SS.8.A.4.5:	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
SS.8.A.4.6:	Identify technological improvements (inventions/inventors) that contributed to industrial growth.
SS.8.A.4.7:	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
SS.8.A.4.8:	Describe the influence of individuals on social and political developments of this era in American History.
SS.8.A.4.9:	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
SS.8.A.4.10:	Analyze the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11:	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
SS.8.A.4.12:	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
SS.8.A.4.13:	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
SS.8.A.4.14:	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
SS.8.A.4.15:	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
SS.8.A.4.16:	Identify key ideas and influences of Jacksonian democracy.
SS.8.A.4.17:	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.4.18:	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
SS.8.A.5.1:	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
SS.8.A.5.2:	Analyze the role of slavery in the development of sectional conflict.
SS.8.A.5.3:	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
SS.8.A.5.4:	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
SS.8.A.5.5:	Compare Union and Confederate strengths and weaknesses.
SS.8.A.5.6:	Compare significant Civil War battles and events and their effects on civilian populations.
SS.8.A.5.7:	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.5.8:	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
	Compare the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.
SS.8.CG.1.1:	<ul style="list-style-type: none"> <li>• Students will describe colonial forms of government prior to the American Revolution.</li> <li>• Students will evaluate the Loyalists' and Patriots' arguments for remaining loyal to the British Crown or seeking independence from Britain.</li> </ul>
	Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.
SS.8.CG.1.2:	<ul style="list-style-type: none"> <li>• Students will explain how the 1868 Florida Constitution conformed with the Reconstruction Era amendments to the U.S. Constitution (e.g., citizenship, equal protection, suffrage).</li> </ul>
	Explain the importance of the rule of law in the United States' constitutional republic.
	<ul style="list-style-type: none"> <li>• Students will discuss the impact of the rule of law on U.S. citizens and government.</li> </ul>

SS.8.CG.1.3:	<ul style="list-style-type: none"> <li>• Students will recognize how the rule of law influences a society.</li> <li>• Students will identify how the rule of law protects citizens from arbitrary and abusive government.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application and enforcement of the law, transparency of institutions).</li> </ul>
SS.8.CG.2.1:	<p>Identify the constitutional provisions for establishing citizenship.</p> <ul style="list-style-type: none"> <li>• Students will explain how the 14th Amendment establishes citizenship.</li> </ul>
SS.8.CG.2.2:	<p>Compare the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).</li> </ul>
SS.8.CG.2.3:	<p>Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.</p> <ul style="list-style-type: none"> <li>• Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.</li> </ul>
SS.8.CG.2.4:	<p>Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.</p> <ul style="list-style-type: none"> <li>• Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.</li> </ul>
SS.8.CG.2.5:	<p>Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.</p> <ul style="list-style-type: none"> <li>• Students will explain the meaning and purpose of each amendment in the Bill of Rights.</li> <li>• Students will describe how the Bill of Rights affects citizens and government.</li> </ul>
SS.8.CG.2.6:	<p>Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.</p> <ul style="list-style-type: none"> <li>• Students will identify constitutional amendments that address voting rights.</li> <li>• Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.</li> </ul>
SS.8.CG.3.1:	<p>Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.</p> <ul style="list-style-type: none"> <li>• Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)).</li> </ul>
SS.8.E.1.1:	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
SS.8.E.2.1:	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
SS.8.E.2.2:	Explain the economic impact of government policies.
SS.8.E.2.3:	Assess the role of Africans and other minority groups in the economic development of the United States.
SS.8.E.3.1:	Evaluate domestic and international interdependence.
SS.8.G.1.1:	Use maps to explain physical and cultural attributes of major regions throughout American history.
SS.8.G.1.2:	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
SS.8.G.2.1:	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
SS.8.G.2.2:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
SS.8.G.2.3:	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
SS.8.G.3.1:	Locate and describe in geographic terms the major ecosystems of the United States.
SS.8.G.3.2:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
SS.8.G.4.1:	Interpret population growth and other demographic data for any given place in the United States throughout its history.
SS.8.G.4.2:	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
SS.8.G.4.3:	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
SS.8.G.4.4:	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
SS.8.G.4.5:	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
SS.8.G.4.6:	Use political maps to describe changes in boundaries and governance throughout American history.

SS.8.G.5.1:	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
SS.8.G.5.2:	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
SS.8.G.6.1:	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
SS.8.G.6.2:	Illustrate places and events in U.S. history through the use of narratives and graphic representations.

**Actively participate in effortful learning both individually and collectively.**

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

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

MA.K12.MTR.1.1:

**Clarifications:**

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

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

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.2.1:

**Clarifications:**

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

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

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.



MA.K12.MTR.4.1:	<ul style="list-style-type: none"> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p><b>Use patterns and structure to help understand and connect mathematical concepts.</b></p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p><b>Assess the reasonableness of solutions.</b></p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when</p>

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

## General Course Information and Notes

### VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

### GENERAL NOTES

M/J U.S. History - The eighth grade social studies curriculum consists of the following content area strands: American History, Geography, Economics and Civics. Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

M/J Civics - The primary content for this portion of the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

**Special Notes:** This course is meant as a means of combining the required M/J United States History content with remediation of the required M/J Civics content.

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

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

### Instructional Practices

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

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

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

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

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

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

## GENERAL INFORMATION

**Course Number:** 2100045

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

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:**

American and Western Hemispheric

Histories >

**Abbreviated Title:** M/J US HIST & CIVICS

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# M/J Social Studies Transfer (#2100220) 2022 - And Beyond (current)

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p><b>Engage in discussions that reflect on the mathematical thinking of self and others.</b></p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>

MA.K12.MTR.4.1:

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

**Clarifications:**

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

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

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

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

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

MA.K12.MTR.5.1:

**Clarifications:**

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

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

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

**Clarifications:**

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

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

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

## General Course Information and Notes

### GENERAL NOTES

#### SUBJECT AREA TRANSFER NUMBERS

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

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

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

### GENERAL INFORMATION

**Course Number:** 2100220

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories > **Abbreviated Title:** M/J SS TRAN  
**Course Length:** Not Applicable

**Course Type:** Transfer Course

**Course Status:** State Board Approved

**Grade Level(s):** 6,7,8



# United States History (#2100310) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.3:	Describe the issues that divided Republicans during the early Reconstruction era.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.2.7:	Review the Native American experience.
SS.912.A.3.1:	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States.
SS.912.A.3.4:	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.3.6:	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
SS.912.A.3.7:	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
SS.912.A.3.8:	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
SS.912.A.3.9:	Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.3.11:	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
SS.912.A.3.12:	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.3.13:	Examine key events and peoples in Florida history as they relate to United States history.
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SS.912.A.4.2:	Explain the motives of the United States acquisition of the territories.
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SS.912.A.4.7:	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
SS.912.A.4.8:	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9:	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

SS.912.A.4.10:	Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
SS.912.A.4.11:	Examine key events and peoples in Florida history as they relate to United States history.
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SS.912.A.5.3:	Examine the impact of United States foreign economic policy during the 1920s.
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SS.912.A.5.8:	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
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SS.912.A.6.2:	Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
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SS.912.A.6.10:	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
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SS.912.A.6.12:	Examine causes, course, and consequences of the Korean War.
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SS.912.A.7.2:	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
SS.912.A.7.3:	Examine the changing status of women in the United States from post-World War II to present.
SS.912.A.7.4:	Evaluate the success of 1960s era presidents' foreign and domestic policies.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.6:	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7:	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.A.7.8:	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.10:	Analyze the significance of Vietnam and Watergate on the government and people of the United States.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.13:	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**Actively participate in effortful learning both individually and collectively.**

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

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

MA.K12.MTR.1.1:

**Clarifications:**

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

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

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.2.1:

**Clarifications:**

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

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

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.

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

MA.K12.MTR.4.1:

**Clarifications:**

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

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

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

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

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

MA.K12.MTR.5.1:

**Clarifications:**

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

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

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

**Clarifications:**

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

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

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

## General Course Information and Notes

### VERSION DESCRIPTION

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

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

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

The NAEP frameworks for United States History may be accessed at <http://www.nagb.org/content/nagb/assests/documents/publications/frameworks/hsitoryframework.pdf>.

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

also helps student learning:

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

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

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

### Additional Instructional Resources:

Kinsey Collection: <http://www.thekinseycollection.com/the-kinsey-collection-on-itunes-u/>

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

## GENERAL INFORMATION

**Course Number:** 2100310

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

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

**Abbreviated Title:** US HIST

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12,30,31

**Graduation Requirement:** United States  
History

### Educator Certifications

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

# United States History for Credit Recovery (#2100315) 2022 - And Beyond

(current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.3:	Describe the issues that divided Republicans during the early Reconstruction era.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.2.7:	Review the Native American experience.
SS.912.A.3.1:	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States.
SS.912.A.3.4:	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.3.6:	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
SS.912.A.3.7:	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
SS.912.A.3.8:	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
SS.912.A.3.9:	Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.3.11:	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
SS.912.A.3.12:	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
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SS.912.A.7.8:	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.10:	Analyze the significance of Vietnam and Watergate on the government and people of the United States.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.13:	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.



SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**Actively participate in effortful learning both individually and collectively.**

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

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

MA.K12.MTR.1.1:

**Clarifications:**

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

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

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.2.1:

**Clarifications:**

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

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

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

MA.K12.MTR.4.1:

**Clarifications:**

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

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

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

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

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

MA.K12.MTR.5.1:

**Clarifications:**

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

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

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

**Clarifications:**

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

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

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

## General Course Information and Notes

### GENERAL NOTES

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

#### Special Notes:

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

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

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

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

**Instructional Practices:**

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

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

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

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

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

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

**Additional Instructional Resources:**

Kinsey Collection: <http://www.thekinseycollection.com/the-kinsey-collection-on-itunes-u/>

**GENERAL INFORMATION**

**Course Number:** 2100315

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

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

**Abbreviated Title:** US HIST CR

**Course Type:** Credit Recovery

**Course Length:** Credit Recovery (R)

**Course Status:** State Board Approved

**Course Level:** 2

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

**Educator Certifications**

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

# United States History Honors (#2100320) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.3:	Describe the issues that divided Republicans during the early Reconstruction era.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.2.7:	Review the Native American experience.
SS.912.A.3.1:	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States.
SS.912.A.3.4:	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.3.6:	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
SS.912.A.3.7:	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
SS.912.A.3.8:	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
SS.912.A.3.9:	Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.3.11:	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
SS.912.A.3.12:	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.3.13:	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.4.1:	Analyze the major factors that drove United States imperialism.
SS.912.A.4.2:	Explain the motives of the United States acquisition of the territories.
SS.912.A.4.3:	Examine causes, course, and consequences of the Spanish American War.
SS.912.A.4.4:	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
SS.912.A.4.5:	Examine causes, course, and consequences of United States involvement in World War I.
SS.912.A.4.6:	Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
SS.912.A.4.7:	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
SS.912.A.4.8:	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9:	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

SS.912.A.4.10:	Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
SS.912.A.4.11:	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.5.1:	Discuss the economic outcomes of demobilization.
SS.912.A.5.2:	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
SS.912.A.5.3:	Examine the impact of United States foreign economic policy during the 1920s.
SS.912.A.5.4:	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
SS.912.A.5.5:	Describe efforts by the United States and other world powers to avoid future wars.
SS.912.A.5.6:	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.8:	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
SS.912.A.5.9:	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.5.11:	Examine causes, course, and consequences of the Great Depression and the New Deal.
SS.912.A.5.12:	Examine key events and people in Florida history as they relate to United States history.
SS.912.A.6.1:	Examine causes, course, and consequences of World War II on the United States and the world.
SS.912.A.6.2:	Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
SS.912.A.6.3:	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
SS.912.A.6.4:	Examine efforts to expand or contract rights for various populations during World War II.
SS.912.A.6.5:	Explain the impact of World War II on domestic government policy.
SS.912.A.6.6:	Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
SS.912.A.6.7:	Describe the attempts to promote international justice through the Nuremberg Trials.
SS.912.A.6.8:	Analyze the effects of the Red Scare on domestic United States policy.
SS.912.A.6.9:	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
SS.912.A.6.10:	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
SS.912.A.6.11:	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
SS.912.A.6.12:	Examine causes, course, and consequences of the Korean War.
SS.912.A.6.13:	Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
SS.912.A.6.14:	Analyze causes, course, and consequences of the Vietnam War.
SS.912.A.6.15:	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.7.1:	Identify causes for Post-World War II prosperity and its effects on American society.
SS.912.A.7.2:	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
SS.912.A.7.3:	Examine the changing status of women in the United States from post-World War II to present.
SS.912.A.7.4:	Evaluate the success of 1960s era presidents' foreign and domestic policies.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.6:	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7:	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.A.7.8:	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.10:	Analyze the significance of Vietnam and Watergate on the government and people of the United States.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.13:	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**Actively participate in effortful learning both individually and collectively.**

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

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

MA.K12.MTR.1.1:

**Clarifications:**

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

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

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.2.1:

**Clarifications:**

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

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

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.

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

MA.K12.MTR.4.1:

**Clarifications:**

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

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

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

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

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

MA.K12.MTR.5.1:

**Clarifications:**

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

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

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

**Clarifications:**

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

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

Cite evidence to explain and justify reasoning.

**Clarifications:**

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



their writing.

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

ELA.K12.EE.1.1:

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

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

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

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

## General Course Information and Notes

### GENERAL NOTES

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

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

### Special Notes:

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

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas

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

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

**Instructional Practices:**

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

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

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

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

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

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

**Additional Instructional Resources:**

Kinsey Collection: <http://www.thekinseycollection.com/the-kinsey-collection-on-itunes-u/>  
 A.V.E. for Success Collection: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139)

**GENERAL INFORMATION**

**Course Number:** 2100320

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

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

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

**Graduation Requirement:** United States History

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

**Abbreviated Title:** US HIST HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

**Educator Certifications**

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

# Advanced Placement United States History (#2100330) 2014 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html).

### GENERAL INFORMATION

**Course Number:** 2100330

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

**Course Type:** Core Academic Course

**Course Status:** Course Approved

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

**Graduation Requirement:** United States History

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

**Abbreviated Title:** AP U.S. HIST

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced Placement (AP)

**Course Level:** 3

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

# African-American History (#2100335) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.5.6:	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.8:	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
SS.912.A.5.9:	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.6:	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7:	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
	<b>Clarifications:</b>

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

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

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.2.1:

**Clarifications:**

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

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

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

MA.K12.MTR.4.1:

**Clarifications:**

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

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

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

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

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

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

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

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

MA.K12.MTR.6.1:

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

**Clarifications:**

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

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

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

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

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

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

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

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

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

**Clarifications:**

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

ELA.K.12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated.

## General Course Information and Notes

### GENERAL NOTES

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

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

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

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

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

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

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

### Additional Instructional Resources:

Kinsey Collection: <http://www.thekinseycollection.com/the-kinsey-collection-on-itunes-u/>

### GENERAL INFORMATION

**Course Number:** 2100335

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

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

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

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

**Educator Certifications**

History (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)



# African-American History Honors (#2100336) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.3.8:	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
SS.912.A.4.8:	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9:	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
SS.912.A.4.11:	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.5.2:	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
SS.912.A.5.6:	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.8:	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
SS.912.A.5.9:	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.6.9:	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.6:	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7:	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.A.7.8:	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
SS.912.CG.2.6:	<ul style="list-style-type: none"> <li>Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v.</li> </ul>

Board of Education; *In re Gault*).

- Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

SS.912.CG.3.11:	Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution. <ul style="list-style-type: none"><li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li><li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li><li>• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li></ul>
SS.912.CG.4.3:	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world. <ul style="list-style-type: none"><li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li></ul>
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
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SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
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SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
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SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
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SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
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SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.P.10.1:	Define culture and diversity.
SS.912.P.10.3:	Discuss the relationship between culture and conceptions of self and identity.
SS.912.P.10.4:	Discuss psychological research examining race and ethnicity.
SS.912.P.10.6:	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
SS.912.P.10.9:	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
SS.912.S.1.4:	Examine changing points of view of social issues, such as poverty, crime and discrimination.
SS.912.S.2.1:	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.6:	Identify the factors that promote cultural diversity within the United States.
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.S.4.10:	Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
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SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

**Actively participate in effortful learning both individually and collectively.**

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

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

MA.K12.MTR.1.1:

**Clarifications:**

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

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

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.2.1:

**Clarifications:**

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

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

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

MA.K12.MTR.4.1:

**Clarifications:**

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

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.

- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

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

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

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

MA.K12.MTR.5.1:

**Clarifications:**

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

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

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

**Clarifications:**

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

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

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

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

ELA.K12.EE.1.1:

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

## General Course Information and Notes

### GENERAL NOTES

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

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

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

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

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

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

**English Language Development ELD Standards Special Notes Section:** Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD

standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>.

**Additional Instructional Resources:**

Kinsey Collection: <http://www.thekinseycollection.com/the-kinsey-collection-on-itunes-u/>

**GENERAL INFORMATION**

**Course Number:** 2100336

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

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

**Abbreviated Title:** AFR-AMER HIST HON

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

**Course Length:** Semester (S)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12,30,31

**Educator Certifications**

Social Science (Grades 5-9)

History (Grades 6-12)

Social Science (Grades 6-12)

# African-American History (#2100340) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.3.8:	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
SS.912.A.4.8:	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9:	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
SS.912.A.4.11:	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.5.2:	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
SS.912.A.5.6:	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.8:	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
SS.912.A.5.9:	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
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- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

MA.K12.MTR.4.1:

**Clarifications:**

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

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

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

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

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

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

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

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

MA.K12.MTR.6.1:

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

**Clarifications:**

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

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

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

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

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

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

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

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

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

**Clarifications:**

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

ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

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

#### Instructional Practices:

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

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

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

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

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

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

#### Additional Instructional Resources:

Kinsey Collection: <http://www.thekinseycollection.com/the-kinsey-collection-on-itunes-u/>

### GENERAL INFORMATION

**Course Number:** 2100340

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

**SubSubject:** American and Western  
Hemispheric Histories >  
**Abbreviated Title:** AFRICAN-AMER HIST  
**Course Length:** Year (Y)  
**Course Level:** 2

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

**Educator Certifications**

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

# Great Men and Women of Color Who Shaped World History (#2100345) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.7.3:	Examine the changing status of women in the United States from post-World War II to present.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.6:	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7:	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.A.7.8:	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
SS.912.CG.4.3:	<ul style="list-style-type: none"> <li>Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> </ul>

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

### **Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.2.1:

#### **Clarifications:**

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

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

### **Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

#### **Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

MA.K12.MTR.4.1:

#### **Clarifications:**

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

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

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

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

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

MA.K12.MTR.5.1:

#### **Clarifications:**

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

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

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

**Clarifications:**

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

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

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

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

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

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

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

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

ELA.K12.EE.3.1:

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

**Clarifications:**

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

ELA.K12.EE.4.1:

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

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### VERSION DESCRIPTION

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

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

Though the focal point of this course is studying biographical accounts of historical figures, the larger goal is that students appreciate the contributions of men and women of color in a larger context of world history. Students will synthesize the information they learn and develop an understanding of how the past affects the present. Assignments should be designed to emphasize more than historical figures and dates, but examine how these figures and dates created a shift in our historical progression. Assignments should help foster critical thinking, analytical and inference skills.

### GENERAL NOTES

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

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

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

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

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

### GENERAL INFORMATION

<b>Course Number:</b> 2100345	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> American and Western Hemispheric Histories > <b>Abbreviated Title:</b> MEN/WOMEN WORLD HIST
<b>Number of Credits:</b> Half credit (.5)	<b>Course Length:</b> Semester (S)
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	

### Educator Certifications





# Florida History (#2100350) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.2.7:	Review the Native American experience.
SS.912.A.3.1:	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States.
SS.912.A.3.4:	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
SS.912.A.3.6:	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
SS.912.A.3.13:	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.6.9:	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.6:	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7:	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.A.7.8:	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to</li> </ul>

SS.912.CG.2.12:	<p>justify pro and con positions.</p> <ul style="list-style-type: none"> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.4:	Use geographic terms and tools to analyze case studies of how selected regions change over time.
SS.912.G.2.5:	Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region.
SS.912.G.3.1:	Use geographic terms to locate and describe major ecosystems of Earth.
SS.912.G.3.2:	Use geographic terms and tools to explain how weather and climate influence the natural character of a place.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.3.4:	Use geographic terms and tools to explain how the Earth's internal changes and external changes influence the character of places.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.5:	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.
SS.912.G.4.6:	Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.8:	Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

**Actively participate in effortful learning both individually and collectively.**

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

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

MA.K12.MTR.1.1:

**Clarifications:**

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

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

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.2.1:

**Clarifications:**

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

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

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

MA.K12.MTR.4.1:

**Clarifications:**

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

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.

- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

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

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

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

MA.K12.MTR.5.1:

**Clarifications:**

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

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

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

**Clarifications:**

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

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

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

ELA.K12.EE.1.1:

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

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

## General Course Information and Notes

### GENERAL NOTES

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

### Instructional Practices:

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

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

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

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

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

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

and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2100350

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

**Course Type:** Elective Course

**Course Status:** Course Approved

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

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

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

**Abbreviated Title:** FLORIDA HIST

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

History (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# History and Contributions of Haiti in a Global Context (#2100355) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.4.8:	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.6.3:	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
SS.912.A.6.4:	Examine efforts to expand or contract rights for various populations during World War II.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.6:	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.CG.4.4:	<p>Identify indicators of democratization in foreign countries.</p> <ul style="list-style-type: none"> <li>• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.



SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.H.3.3:	Identify contributions made by various world cultures through trade and communication, and form a hypothesis on future contributions and changes.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
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MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>
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- Show students that various representations can have different purposes and can be useful in different situations.

### **Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

#### **Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

MA.K12.MTR.4.1:

#### **Clarifications:**

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

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

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

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

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

MA.K12.MTR.5.1:

#### **Clarifications:**

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

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

### **Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

#### **Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

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

## GENERAL NOTES

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

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

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

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

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

## GENERAL INFORMATION

**Course Number:** 2100355

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

**Course Type:** Elective Course

**Course Status:** Course Approved

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

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

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** World and Eastern Hemispheric Histories >

**Abbreviated Title:** HIST/CONTRIB HAITI

**Course Length:** Semester (S)

**Course Level:** 2

### Educator Certifications

Social Science (Grades 6-12)
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# Latin American History (#2100360) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.7:	Review the Native American experience.
SS.912.A.4.3:	Examine causes, course, and consequences of the Spanish American War.
SS.912.A.4.4:	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
SS.912.CG.4.3:	<ul style="list-style-type: none"> <li>Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
	Identify indicators of democratization in foreign countries.
SS.912.CG.4.4:	<ul style="list-style-type: none"> <li>Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.

SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16:	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolívar, de San Martín, and L' Overture.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

**Actively participate in effortful learning both individually and collectively.**

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

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

MA.K12.MTR.1.1:

**Clarifications:**

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

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

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.2.1:

**Clarifications:**

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

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.

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

### **Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

#### **Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

MA.K12.MTR.4.1:

#### **Clarifications:**

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

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

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

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

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

MA.K12.MTR.5.1:

#### **Clarifications:**

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

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

### **Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

#### **Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

**Clarifications:**

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

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

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

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

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

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

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

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

ELA.K12.EE.3.1:

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

**Clarifications:**

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

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

ELA.K12.EE.4.1:

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

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

**Clarifications:**

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

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

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

ELA.K12.EE.6.1:

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

ELD.K12.ELL.SI.1:

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

ELD.K12.ELL.SS.1:

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

HE.912.C.2.4:



# General Course Information and Notes

## GENERAL NOTES

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

### Instructional Practices

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

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

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

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

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

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

## GENERAL INFORMATION

<b>Course Number:</b> 2100360	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> American and Western Hemispheric Histories >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> LATIN AMER HIST
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

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

# Latin American Studies Honors (#2100362) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.4.3:	Examine causes, course, and consequences of the Spanish American War.
SS.912.A.4.4:	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.11:	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> <li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
SS.912.CG.4.1:	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.CG.4.4:	<p>Identify indicators of democratization in foreign countries.</p> <ul style="list-style-type: none"> <li>• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>

SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.2.1:	Identify and explain broad economic goals.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.FL.1.2 (Discontinued after 2023-2024):	Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.
SS.912.FL.1.5 (Discontinued after 2023-2024):	Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.P.6.3:	Distinguish methods used to study development.
SS.912.P.8.1:	Describe the structure and function of language.
SS.912.P.16.11:	Analyze how individualistic and collectivistic cultural perspectives relate to personality.
SS.912.S.1.4:	Examine changing points of view of social issues, such as poverty, crime and discrimination.
SS.912.S.1.6:	Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
SS.912.S.1.8:	Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.
SS.912.S.2.1:	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.2:	Explain the differences between a culture and a society.
SS.912.S.2.3:	Recognize the influences of genetic inheritance and culture on human behavior.
SS.912.S.2.4:	Give examples of subcultures and describe what makes them unique.
SS.912.S.2.5:	Compare social norms among various subcultures.
SS.912.S.2.7:	Explain how various practices of the culture create differences within group behavior.
SS.912.S.2.8:	Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.S.3.1:	Describe how social status affects social order.
SS.912.S.3.2:	Explain how roles and role expectations can lead to role conflict.
SS.912.S.3.3:	Examine and analyze various points of view relating to historical and current events.

SS.912.S.4.1:	Describe how individuals are affected by the different social groups to which they belong.
SS.912.S.4.2:	Identify major characteristics of social groups familiar to the students.
SS.912.S.4.6:	Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.
SS.912.S.4.12:	Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.
SS.912.S.5.2:	Discuss the concept of political power and factors that influence political power.
SS.912.S.5.5:	Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
SS.912.S.5.6:	Identify the factors that influence change in social norms over time.
SS.912.S.5.9:	Conduct research and analysis on an issue associated with social structure or social institutions.
SS.912.S.6.1:	Describe how and why societies change over time.
SS.912.S.6.2:	Examine various social influences that can lead to immediate and long-term changes.
SS.912.S.6.8:	Investigate the consequences in society as result of changes.
SS.912.S.7.2:	Describe how social problems have changed over time.
SS.912.S.7.3:	Explain how patterns of behavior are found with certain social problems.
SS.912.S.8.7:	Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> <p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>

MA.K12.MTR.2.1:

- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

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

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

MA.K12.MTR.3.1:

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

MA.K12.MTR.4.1:

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

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

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

**Clarifications:**

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

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

MA.K12.MTR.5.1:

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

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

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

**Clarifications:**

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

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

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

**Clarifications:**

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

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

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

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

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

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

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

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

ELA.K12.EE.3.1:

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

**Clarifications:**

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

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

ELA.K12.EE.4.1:

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

ELA.K12.EE.5.1:

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

**Clarifications:**

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

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### GENERAL NOTES

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

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

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

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

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

### GENERAL INFORMATION

<b>Course Number:</b> 2100362	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> American and Western Hemispheric Histories >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> LATIN AMER STUDIES H
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Honors</li> </ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

Social Science (Grades 6-12)
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# African History Honors (#2100365) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

**Actively participate in effortful learning both individually and collectively.**

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

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

MA.K12.MTR.1.1:

**Clarifications:**

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

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

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.2.1:

**Clarifications:**

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

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

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

have been used.

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

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

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

MA.K12.MTR.4.1:

#### **Clarifications:**

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

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

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

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

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

MA.K12.MTR.5.1:

#### **Clarifications:**

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

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

### **Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

#### **Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

### **Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

#### **Clarifications:**

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

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.

- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

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

## General Course Information and Notes

### GENERAL NOTES

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

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

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also

strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

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

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

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

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

### GENERAL INFORMATION

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

### Educator Certifications

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

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

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
SS.912.W.2.4:	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.

SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.11:	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.8:	Identify important figures associated with the Crusades.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16:	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.9:	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
	<b>Actively participate in effortful learning both individually and collectively.</b>
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>

MA.K12.MTR.1.1:

**Clarifications:**

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

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

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.2.1:

**Clarifications:**

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

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

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

MA.K12.MTR.4.1:

**Clarifications:**

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

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

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

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



MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
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MA.K12.MTR.6.1:	<p><b>Assess the reasonableness of solutions.</b></p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
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MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
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ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
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ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
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ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer</p>
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questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

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

**Clarifications:**

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

ELA.K12.EE.4.1:

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

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

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

**Clarifications:**

ELA.K12.EE.5.1:

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

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

ELA.K12.EE.6.1:

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

ELD.K12.ELL.SI.1:

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

ELD.K12.ELL.SS.1:

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

HE.912.C.2.4:

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

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

### Instructional Practices

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

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

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

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

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

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

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**

**Course Number:** 2100370

Grades 9 to 12 and Adult Education  
Courses > **Subject:** Social Studies >  
**SubSubject:** World and Eastern  
Hemispheric Histories >  
**Abbreviated Title:** EAST & WEST  
HERITAGE

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

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** State Board Approved

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

**Educator Certifications**

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

# Visions and Their Pursuits:An American Tradition-U.S.History to 1920 (#2100380) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.3:	Describe the issues that divided Republicans during the early Reconstruction era.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.2.7:	Review the Native American experience.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.4:	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.3.6:	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
SS.912.A.3.7:	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
SS.912.A.3.8:	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
SS.912.A.3.9:	Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.3.11:	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
SS.912.A.3.12:	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.3.13:	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.4.1:	Analyze the major factors that drove United States imperialism.
SS.912.A.4.2:	Explain the motives of the United States acquisition of the territories.
SS.912.A.4.3:	Examine causes, course, and consequences of the Spanish American War.
SS.912.A.4.4:	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
SS.912.A.4.5:	Examine causes, course, and consequences of United States involvement in World War I.
SS.912.A.4.6:	Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
SS.912.A.4.7:	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
SS.912.A.4.8:	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9:	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
SS.912.A.4.10:	Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
SS.912.A.4.11:	Examine key events and peoples in Florida history as they relate to United States history.

SS.912.A.5.1:	Discuss the economic outcomes of demobilization.
SS.912.A.5.2:	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
SS.912.A.5.3:	Examine the impact of United States foreign economic policy during the 1920s.
SS.912.A.5.4:	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
SS.912.A.5.5:	Describe efforts by the United States and other world powers to avoid future wars.
SS.912.A.5.6:	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.8:	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
SS.912.A.5.9:	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.5.11:	Examine causes, course, and consequences of the Great Depression and the New Deal.
SS.912.A.5.12:	Examine key events and people in Florida history as they relate to United States history.
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>• Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>• Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>• Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>• Students will evaluate how the documents are connected to one another.</li> <li>• Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>• Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>• Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>• Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>• Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.3.3:	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</li> </ul>
	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> </ul>

SS.912.CG.3.4:	<ul style="list-style-type: none"> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>• Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
	<b>Actively participate in effortful learning both individually and collectively.</b>

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

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

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

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

MA.K12.MTR.5.1:

**Clarifications:**

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

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

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

**Clarifications:**

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

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

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

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

ELA.K12.EE.1.1:



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

## General Course Information and Notes

### GENERAL NOTES

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

### Instructional Practices

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

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

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

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

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

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by

curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2100380

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

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

**Abbreviated Title:** VISIONS & PURSUITS

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

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

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

## Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

# The History of The Vietnam War (#2100400) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.6.11:	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
SS.912.A.6.13:	Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
SS.912.A.6.14:	Analyze causes, course, and consequences of the Vietnam War.
SS.912.A.6.15:	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.7.1:	Identify causes for Post-World War II prosperity and its effects on American society.
SS.912.A.7.2:	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
SS.912.A.7.3:	Examine the changing status of women in the United States from post-World War II to present.
SS.912.A.7.4:	Evaluate the success of 1960s era presidents' foreign and domestic policies.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.10:	Analyze the significance of Vietnam and Watergate on the government and people of the United States.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.4.1:	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
SS.912.CG.4.3:	<ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
	Identify indicators of democratization in foreign countries.
SS.912.CG.4.4:	<ul style="list-style-type: none"> <li>• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.G.5.3:	Analyze case studies of the effects of human use of technology on the environment of places.
SS.912.G.6.1:	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
	<b>Actively participate in effortful learning both individually and collectively.</b>
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	
	<b>Clarifications:</b>
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>
	<b>Demonstrate understanding by representing problems in multiple ways.</b>
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	

**Clarifications:**

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

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

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

MA.K12.MTR.4.1:

**Clarifications:**

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

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

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

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

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

MA.K12.MTR.5.1:

**Clarifications:**

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

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

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.

MA.K12.MTR.6.1:

- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

MA.K12.MTR.7.1:

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

**Clarifications:**

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

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

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

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

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

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

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

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

ELA.K12.EE.4.1:

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

**Clarifications:**

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

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

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

ELA.K12.EE.5.1:

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

**Clarifications:**

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

ELA.K12.EE.6.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

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

ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

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

### Instructional Practices

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

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

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

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

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### GENERAL INFORMATION

<b>Course Number:</b> 2100400	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> American and Western Hemispheric Histories > <b>Abbreviated Title:</b> HIST OF VIETNAM WAR
<b>Number of Credits:</b> Half credit (.5)	<b>Course Length:</b> Semester (S)
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

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





# Holocaust Education Honors (#2100405) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.HE.1.1:	<p>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>Students will explain why the Holocaust is history's most extreme example of antisemitism.</li> </ul>
SS.912.HE.1.2:	<p>Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews.</p> <ul style="list-style-type: none"> <li>Students will explain the origins of antisemitism and trace it from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, Modern era).</li> <li>Students will explain the political, social and economic applications of antisemitism that led to the organized pogroms against Jewish people.</li> <li>Students will examine propaganda (e.g., the Protocols of the Elders of Zion; The Poisonous Mushroom) that was and still is utilized against Jewish people both in Europe and around the world.</li> </ul>
SS.912.HE.1.3:	<p>Analyze how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantage.</p> <ul style="list-style-type: none"> <li>Students will explain how the Nazis used antisemitism to foment hate and create a shared enemy in order to gain power prior to World War II.</li> <li>Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoss, Ruhr Crisis, hyperinflation, the Great Depression, unemployment, the 1920's Nazi platform, the Dawes Plan, the Golden Age, the failure of the Weimar Republic).</li> <li>Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles.</li> </ul>
SS.912.HE.1.4:	<p>Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.</p> <ul style="list-style-type: none"> <li>Students will compare Germany's political parties and their system of proportional representation in national elections from 1920 to 1932.</li> <li>Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo and Hitler's inner circle helped him gain and maintain power after 1933.</li> <li>Students will explain how the following contributed to Hitler's rise to power: Adolf Hitler's Munich Beer Hall Putsch, Hitler's arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg's death and Hitler as Fuhrer.</li> </ul>
SS.912.HE.1.5:	<p>Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.</p> <ul style="list-style-type: none"> <li>Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media).</li> <li>Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the "Master Race."</li> </ul>
	<p>Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.</p> <ul style="list-style-type: none"> <li>Students will explain the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher</li> </ul>

SS.912.HE.1.6:	<p>Mädel).</p> <ul style="list-style-type: none"> <li>• Students will examine how the Nazis used the public education system to indoctrinate youth and children.</li> <li>• Students will explain how Nazi ideology supplanted prior beliefs.</li> </ul>
SS.912.HE.1.7:	<p>Explain what is meant by “the Aryan Race” and why this terminology was used.</p> <ul style="list-style-type: none"> <li>• Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race.</li> <li>• Students will explain how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race.</li> <li>• Students will examine the manipulation of the international community to obtain the votes to host the 1936 Olympics and how the Berlin Games were utilized as propaganda for Nazi ideology to bolster the “superiority” of the Aryan race.</li> <li>• Students will explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.</li> </ul>
SS.912.HE.2.1:	<p>Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.</p> <ul style="list-style-type: none"> <li>• Students will analyze the Nuremberg Laws and describe their effects.</li> <li>• Students will explain how the Nazis used birth records, religious symbols and practices to identify and target Jews.</li> </ul>
SS.912.HE.2.2:	<p>Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.</p> <ul style="list-style-type: none"> <li>• Students will understand the reasons for Herschel Grynszpan’s actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht.</li> <li>• Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany.</li> <li>• Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony).</li> <li>• Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony).</li> </ul>
SS.912.HE.2.3:	<p>Analyze Hitler’s motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.</p> <ul style="list-style-type: none"> <li>• Students will define the term lebensraum, or living space, as an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion.</li> <li>• Students will analyze Hitler’s use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to keep the Soviet Union out of the war.</li> </ul>
SS.912.HE.2.4:	<p>Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.</p> <ul style="list-style-type: none"> <li>• Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems).</li> <li>• Students will explain how the Kindertransport saved the lives of Jewish children.</li> </ul>
SS.912.HE.2.5:	<p>Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.</p> <ul style="list-style-type: none"> <li>• Students will explain the effects of Nazi “racial hygiene” policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah’s Witnesses), political opposition, the physically and mentally disabled and homosexuals.</li> </ul>
SS.912.HE.2.6:	<p>Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.</p> <ul style="list-style-type: none"> <li>• Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers and the Partisans in Eastern and Western Europe.</li> <li>• Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony).</li> </ul>
SS.912.HE.2.7:	<p>Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.</p> <ul style="list-style-type: none"> <li>• Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation).</li> </ul>
SS.912.HE.2.8:	<p>Analyze how corporate complicity aided Nazi goals.</p> <ul style="list-style-type: none"> <li>• Students will analyze corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).</li> </ul>
	<p>Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.</p>

SS.912.HE.2.9:	<ul style="list-style-type: none"> <li>• Students will discuss major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest.</li> <li>• Students will describe the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution.</li> <li>• Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution.</li> </ul>
SS.912.HE.2.10:	<p>Explain the origins and purpose of ghettos in Europe.</p> <ul style="list-style-type: none"> <li>• Students will trace the use of ghettos in Europe prior to World War II.</li> <li>• Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos.</li> <li>• Students will explain what ghettos were in context of World War II and Nazi ideology.</li> </ul>
SS.912.HE.2.11:	<p>Discuss life in the various ghettos.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins and purpose of the Judenrat.</li> <li>• Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos.</li> <li>• Students will discuss the difference between open ghettos and closed ghettos and how that impacted life within those ghettos.</li> <li>• Students will describe various attempts at escape and forms of armed and unarmed resistance (before liquidation and liberation) including, but not limited to, the Warsaw Ghetto Uprising.</li> <li>• Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps.</li> </ul>
SS.912.HE.2.12:	<p>Define “partisan” and explain the role partisans played in World War II.</p> <ul style="list-style-type: none"> <li>• Students will identify countries that had partisan groups who fought the Nazis.</li> <li>• Students will explain the warfare tactics utilized by the resistance movements against the Nazis.</li> <li>• Students will recognize that not all resistance movements accepted Jews.</li> </ul>
SS.912.HE.2.13:	<p>Examine the origins, purpose and conditions associated with various types of camps.</p> <ul style="list-style-type: none"> <li>• Students will explain the differences between forced labor camps, concentration camps, transit camps and death camps, including the geographic location, physical structure, camp commandants and SS leadership and mechanics of murder.</li> <li>• Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides and other aspects of daily life.</li> <li>• Students will describe various attempts at escape and forms of resistance within the camps.</li> <li>• Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis.</li> <li>• Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar) and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film “Terezin: A Documentary Film of Jewish Resettlement.”</li> <li>• Students will identify and examine the 6 death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations.</li> <li>• Students will explain why the 6 death camps were only in Nazi-occupied Poland.</li> <li>• Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind.</li> </ul>
SS.912.HE.2.14:	<p>Explain the purpose of the death marches.</p> <ul style="list-style-type: none"> <li>• Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.</li> </ul>
SS.912.HE.2.15:	<p>Describe the experience of Holocaust survivors following World War II.</p> <ul style="list-style-type: none"> <li>• Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors.</li> <li>• Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation).</li> <li>• Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).</li> <li>• Students will describe the psychological and physical struggles of Holocaust survivors.</li> <li>• Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel.</li> </ul>
	<p>Analyze the international community’s efforts to hold perpetrators responsible for their involvement in the Holocaust.</p> <ul style="list-style-type: none"> <li>• Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust.</li> </ul>

SS.912.HE.3.1:	<ul style="list-style-type: none"> <li>• Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson’s opening statement, Prosecutor Ben Ferencz’s opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, jurisdictional issues).</li> <li>• Students will discuss how members of the international community were complicit in assisting perpetrators’ escape from both Germany and justice following World War II.</li> </ul>
SS.912.HE.3.2:	<p>Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.</p> <ul style="list-style-type: none"> <li>• Students will recognize the Eichmann Trial as the first time that Israel held a Nazi war criminal accountable.</li> </ul>
SS.912.HE.3.3:	<p>Explain the effects of Holocaust denial on contemporary society.</p> <ul style="list-style-type: none"> <li>• Students will explain how Holocaust denial has helped contribute to the creation of contemporary propaganda and the facile denial of political and social realities.</li> </ul>
SS.912.HE.3.4:	<p>Explain why it is important for current and future generations to learn from the Holocaust.</p> <ul style="list-style-type: none"> <li>• Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived.</li> <li>• Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony).</li> <li>• Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world.</li> <li>• Students will explain the significance of “Never Again.”</li> </ul>
SS.912.HE.3.5:	<p>Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.</p> <ul style="list-style-type: none"> <li>• Students will analyze examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion; making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions; accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews; accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust; accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations).</li> <li>• Students will analyze examples of antisemitism related to Israel (e.g., demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions; applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist).</li> </ul>
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students’ ability to analyze and problem solve.</li> <li>• Recognize students’ effort when solving challenging problems.</li> </ul> <p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p>

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

MA.K12.MTR.2.1:

**Clarifications:**

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

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

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

MA.K12.MTR.4.1:

**Clarifications:**

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

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

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

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

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

MA.K12.MTR.5.1:

**Clarifications:**

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

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

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

**Clarifications:**

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

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

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

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

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

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

Make inferences to support comprehension.

**Clarifications:**

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

ELA.K12.EE.3.1:

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

**Clarifications:**

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

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

ELA.K12.EE.4.1:

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

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

**Clarifications:**

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

ELA.K12.EE.5.1:

how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

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

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

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

## General Course Information and Notes

### GENERAL NOTES

The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, methodically planned, and annihilation of European Jews. Students will explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany. Students will analyze the circumstances from the end of the First World War, the effects of the Treaty of Versailles, the duration of the Weimar Republic and Hitler's rise to and consolidation of power. Students will explore the pseudoscientific and eugenic roots of Nazi ideology, the development of anti-Jewish policies and the Nazi propaganda campaign.

Content will include, but is not limited to, understanding Jewish history, an investigation of human behavior in the lead up and duration of the Holocaust, the Nazi creation of ghettos for European Jews, experiences of Jews in hiding, deportations to concentration/death camps and the eventual liberation or liquidation of the camps. There will be an examination of historical and modern-day antisemitism in all its forms, and the understanding of the ramifications of antisemitism. This course will also emphasize the resilience of the Jewish people.

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

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

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

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

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

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

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

## GENERAL INFORMATION

**Course Number:** 2100405

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

**Abbreviated Title:** HOLOCAUST ED  
HONORS

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

**Course Length:** Semester (S)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

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

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

**Educator Certifications**

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



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

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
SS.912.W.2.4:	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.

SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.11:	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.8:	Identify important figures associated with the Crusades.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16:	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.9:	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

**Actively participate in effortful learning both individually and collectively.**

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

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

**Clarifications:**

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

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

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

**Clarifications:**

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

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

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

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

**Clarifications:**

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

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

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

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

- Focus on relevant details within a problem.

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

MA.K12.MTR.5.1:

**Clarifications:**

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

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

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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

MA.K12.MTR.7.1:

**Clarifications:**

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

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

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will

ELA.K12.EE.3.1:

	use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Eastern and Western Heritage** - The grade 9-12 Eastern and Western Heritage course consists of the following content area strands: World History, United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Content will include, but is not limited to, the birth of civilizations throughout the world, including the origins of societies from Mesopotamia, Africa, China, India, and Mesoamerica from the perspective of cultural geography, growth, dissemination, and decline of four classic civilizations of India, China, Greece, and Rome, the role of isolation and interaction in the development of the Byzantine Empire, African and Mesoamerican civilizations, India, China, Japan, and Europe, and the emergence of social, political, economic, and religious institutions and ideas.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices** - Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities(claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

**Course Number:** 2100460

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories > **Abbreviated Title:** EAST/WEST HERI HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

#### Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

# Visions & Their Pursuits: An AmerTrad-U.S. Hist to 1920 Honors (#2100470) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.3:	Describe the issues that divided Republicans during the early Reconstruction era.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.2.7:	Review the Native American experience.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.4:	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.3.6:	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
SS.912.A.3.7:	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
SS.912.A.3.8:	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
SS.912.A.3.9:	Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.3.11:	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
SS.912.A.3.12:	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.3.13:	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.4.1:	Analyze the major factors that drove United States imperialism.
SS.912.A.4.2:	Explain the motives of the United States acquisition of the territories.
SS.912.A.4.3:	Examine causes, course, and consequences of the Spanish American War.
SS.912.A.4.4:	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
SS.912.A.4.5:	Examine causes, course, and consequences of United States involvement in World War I.
SS.912.A.4.6:	Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
SS.912.A.4.7:	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
SS.912.A.4.8:	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9:	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
SS.912.A.4.10:	Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
SS.912.A.4.11:	Examine key events and peoples in Florida history as they relate to United States history.

SS.912.A.5.1:	Discuss the economic outcomes of demobilization.
SS.912.A.5.2:	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
SS.912.A.5.3:	Examine the impact of United States foreign economic policy during the 1920s.
SS.912.A.5.4:	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
SS.912.A.5.5:	Describe efforts by the United States and other world powers to avoid future wars.
SS.912.A.5.6:	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.8:	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
SS.912.A.5.9:	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.5.11:	Examine causes, course, and consequences of the Great Depression and the New Deal.
SS.912.A.5.12:	Examine key events and people in Florida history as they relate to United States history.
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>• Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>• Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>• Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>• Students will evaluate how the documents are connected to one another.</li> <li>• Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>• Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>• Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>• Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>• Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.3.3:	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</li> </ul>
	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> </ul>



SS.912.CG.3.4:	<ul style="list-style-type: none"> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>• Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
	<b>Actively participate in effortful learning both individually and collectively.</b>

MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>
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<b>Demonstrate understanding by representing problems in multiple ways.</b>	
MA.K12.MTR.2.1:	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>

<b>Complete tasks with mathematical fluency.</b>	
MA.K12.MTR.3.1:	<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>

<b>Engage in discussions that reflect on the mathematical thinking of self and others.</b>	
MA.K12.MTR.4.1:	<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly</li> </ul>

- efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Visions and Their Pursuits: An American Tradition-U.S.History to 1920** - The grade 9-12 Visions and Their Pursuits course consists of the following content area strands: World History, American History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of the United States during the period of European exploration through World War I and the collective vision of historical time periods. Content will include, but is not limited to, the foundation and early development of the United States as organized by the visions of those who participated in the revolutions leading to the establishment and early success of the United States, the political, social, cultural, intellectual, and technological revolutions of the United States, the structure and function of political divisions, the organization of the federal government as outlined in the U.S. Constitution, the impact of economic, social, and political changes on traditional American values, reactions to changes, and growth of sectionalism, the failure of previous visions, and the emergence of an industrial, urban and pluralistic society that demands new visions to carry the nation forward.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards

package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**GENERAL INFORMATION**

**Course Number:** 2100470

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** American and Western Hemispheric Histories > **Abbreviated Title:** VISIONS/PURSUIITS HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

**Educator Certifications**

History (Grades 6-12)

Social Science (Grades 6-12)

# Visions and Countervisions: Europe, U.S. and the World from 1848 Honors (#2100480) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.3:	Describe the issues that divided Republicans during the early Reconstruction era.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.2.7:	Review the Native American experience.
SS.912.A.3.1:	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States.
SS.912.A.3.4:	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.3.6:	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
SS.912.A.3.7:	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
SS.912.A.3.8:	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
SS.912.A.3.9:	Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.3.11:	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
SS.912.A.3.12:	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.3.13:	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.4.1:	Analyze the major factors that drove United States imperialism.
SS.912.A.4.2:	Explain the motives of the United States acquisition of the territories.
SS.912.A.4.3:	Examine causes, course, and consequences of the Spanish American War.
SS.912.A.4.4:	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
SS.912.A.4.5:	Examine causes, course, and consequences of United States involvement in World War I.
SS.912.A.4.6:	Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
SS.912.A.4.7:	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
SS.912.A.4.8:	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

SS.912.A.4.9:	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
SS.912.A.4.10:	Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
SS.912.A.4.11:	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.5.1:	Discuss the economic outcomes of demobilization.
SS.912.A.5.2:	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
SS.912.A.5.3:	Examine the impact of United States foreign economic policy during the 1920s.
SS.912.A.5.4:	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
SS.912.A.5.5:	Describe efforts by the United States and other world powers to avoid future wars.
SS.912.A.5.6:	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.8:	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
SS.912.A.5.9:	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.5.11:	Examine causes, course, and consequences of the Great Depression and the New Deal.
SS.912.A.5.12:	Examine key events and people in Florida history as they relate to United States history.
SS.912.A.6.1:	Examine causes, course, and consequences of World War II on the United States and the world.
SS.912.A.6.2:	Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
SS.912.A.6.3:	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
SS.912.A.6.4:	Examine efforts to expand or contract rights for various populations during World War II.
SS.912.A.6.5:	Explain the impact of World War II on domestic government policy.
SS.912.A.6.6:	Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
SS.912.A.6.7:	Describe the attempts to promote international justice through the Nuremberg Trials.
SS.912.A.6.8:	Analyze the effects of the Red Scare on domestic United States policy.
SS.912.A.6.9:	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
SS.912.A.6.10:	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
SS.912.A.6.11:	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
SS.912.A.6.12:	Examine causes, course, and consequences of the Korean War.
SS.912.A.6.13:	Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
SS.912.A.6.14:	Analyze causes, course, and consequences of the Vietnam War.
SS.912.A.6.15:	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.7.1:	Identify causes for Post-World War II prosperity and its effects on American society.
SS.912.A.7.2:	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
SS.912.A.7.3:	Examine the changing status of women in the United States from post-World War II to present.
SS.912.A.7.4:	Evaluate the success of 1960s era presidents' foreign and domestic policies.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.6:	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7:	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.A.7.8:	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.10:	Analyze the significance of Vietnam and Watergate on the government and people of the United States.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.13:	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.



### Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

#### Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

#### Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

#### Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

#### Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"

	<ul style="list-style-type: none"> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.1.1:	
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**General Course Information and Notes**

## GENERAL NOTES

**Visions and Countervisions: Europe, the U.S. and the World from 1848** - The grade 9-12 Visions and Countervisions course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of major concepts and trends evidenced in the United States, Europe, and the world from 1848 to the present. Content should include, but is not limited to, the visions of revolution, nationalism, and imperialism evidenced in European history from 1848 to 1918, international politics from 1918 to 1945 emphasizing post-war Europe, cultural identities following nationalist and independent movements, the development and rise of communism, domestic issues affecting the United States from 1880 to the present, and the United States economic, political, and social policies and their effects on the world from 1898 to the present.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

<b>Course Number:</b> 2100480	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> American and Western Hemispheric Histories >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> VISIONS/COUNTER HON <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> State Board Approved	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> United States History	

### Educator Certifications



# Cambridge Pre-AICE American History IGCSE Level (#2100485) 2021 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this Cambridge course is available at <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-upper-secondary/cambridge-igcse/subjects/>.

### GENERAL INFORMATION

**Course Number:** 2100485

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10

**Graduation Requirement:** United States  
History

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades

9 to 12 and Adult Education Courses >

**Subject:** Social Studies > **SubSubject:**  
American and Western Hemispheric Histories  
>

**Abbreviated Title:** PRE-AICE AMERHIST IG

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of  
Education (AICE)

**Course Level:** 3

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

# Cambridge AICE International History 1 AS Level (#2100490) 2014 -

And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2100490

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** World History

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** World and Eastern

Hemispheric Histories >

**Abbreviated Title:** AICE INTL HIST 1 AS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

### Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography

Equivalency start year: 2018

# Cambridge AICE International History 2 A Level (#2100495) 2014 - And

Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2100495

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** World History

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** World and Eastern Hemispheric Histories >

**Abbreviated Title:** AICE INTL HIST 2 AL

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

### Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography

Equivalency start year: 2018

# Cambridge AICE United States History 1 AS Level (#2100500) 2014 -

And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2100500

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** United States History

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** American and Western Hemispheric Histories >

**Abbreviated Title:** AICE U.S. HIST 1 AS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)



# Cambridge AICE United States History 2 A Level (#2100505) 2014 - And

Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2100505

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** United States History

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** American and Western Hemispheric Histories >

**Abbreviated Title:** AICE U.S. HIST 2 AL

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

# International Baccalaureate History of the Americas (#2100800) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2100800

**Course Path:** **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** American and Western Hemispheric Histories >

**Number of Credits:** One (1) credit

**Abbreviated Title:** IB HISTORY OF AMER

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** United States History

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

# Social Studies Transfer (#2100990) 2022 - And Beyond (current)

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p><b>Engage in discussions that reflect on the mathematical thinking of self and others.</b></p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

ELA.K12.EE.1.1:	<p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

### SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

### GENERAL INFORMATION

**Course Number:** 2100990

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** World and Eastern Hemispheric Histories >

**Abbreviated Title:** SOC STUDIES TRAN

**Course Length:** Not Applicable

**Course Type:** Transfer Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12



# Anthropology (#2101300) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
SS.912.CG.2.2:	<p>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.11:	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> <li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
SS.912.CG.2.12:	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
	Analyze the influence and effects of various forms of media and the internet in political communication.

SS.912.CG.2.13:	<ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.4.1:	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.CG.4.4:	<p>Identify indicators of democratization in foreign countries.</p> <ul style="list-style-type: none"> <li>• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.



SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
	<b>Actively participate in effortful learning both individually and collectively.</b>
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	
	<b>Clarifications:</b>
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<b>Demonstrate understanding by representing problems in multiple ways.</b>
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	
	<b>Clarifications:</b>
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<b>Complete tasks with mathematical fluency.</b>
	Mathematicians who complete tasks with mathematical fluency:
	<ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.7:	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p>

## General Course Information and Notes

### GENERAL NOTES

The grade 9-12 Anthropology course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

## Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

## Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

## English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2101300

**Course Path:** Section: Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Anthropology >

**Abbreviated Title:** ANTHROP

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Social Science (Grades 6-12)
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# International Baccalaureate Social Anthropology 1 (#2101800) 2014 -

And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 2101800	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Anthropology > <b>Abbreviated Title:</b> IB SOCIAL ANTHROP 1
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

Social Science (Grades 6-12)
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# International Baccalaureate Social Anthropology 2 (#2101810) 2014 -

And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2101810

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Anthropology > **Abbreviated Title:** IB SOCIAL ANTHROP 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

Social Science (Grades 6-12)
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# International Baccalaureate Social Anthropology 3 (#2101820) 2014 -

And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### VERSION REQUIREMENTS

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### GENERAL INFORMATION

<b>Course Number:</b> 2101820	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Anthropology > <b>Abbreviated Title:</b> IB SOCIAL ANTHROP 3
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
<b>Course Type:</b> Elective Course <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 9,10,11,12	<b>Course Level:</b> 3

### Educator Certifications

Social Science (Grades 6-12)
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# Economics (#2102310) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition.
SS.912.E.1.9:	Describe how the earnings of workers are determined.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
SS.912.E.2.1:	Identify and explain broad economic goals.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
	<b>Actively participate in effortful learning both individually and collectively.</b>



<p>MA.K12.MTR.1.1:</p>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
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<p>MA.K12.MTR.2.1:</p>	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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<p>MA.K12.MTR.3.1:</p>	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
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<p>MA.K12.MTR.4.1:</p>	<p><b>Engage in discussions that reflect on the mathematical thinking of self and others.</b></p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly</li> </ul>
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- efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Economics-** The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

### Special Notes: Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

**Course Number:** 2102310

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Abbreviated Title:** ECON

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Educator Certifications**

Economics (Grades 6-12)

Social Science (Grades 5-9)

History (Grades 6-12)

Social Science (Grades 6-12)

# Economics for Credit Recovery (#2102315) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition.
SS.912.E.1.9:	Describe how the earnings of workers are determined.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
SS.912.E.2.1:	Identify and explain broad economic goals.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
	<b>Actively participate in effortful learning both individually and collectively.</b>

MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>
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MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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MA.K12.MTR.3.1:	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
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MA.K12.MTR.4.1:	<p><b>Engage in discussions that reflect on the mathematical thinking of self and others.</b></p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly</li> </ul>
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- efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
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**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
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**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

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- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

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9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
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ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

#### Special Notes:

Credit Recovery courses are credit bearing courses with specific content requirements defined by state academic standards (SAS). Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:



Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

**Course Number:** 2102315

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Economics > **Abbreviated Title:** ECON CR

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Course Length:** Multiple (M) - Course length can vary

**Course Level:** 2

**Graduation Requirement:** Economics

### Educator Certifications

Economics (Grades 6-12)
Social Science (Grades 5-9)
History (Grades 6-12)
Social Science (Grades 6-12)

# Economics Honors (#2102320) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition.
SS.912.E.1.9:	Describe how the earnings of workers are determined.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
SS.912.E.2.1:	Identify and explain broad economic goals.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
	<b>Actively participate in effortful learning both individually and collectively.</b>

<p>MA.K12.MTR.1.1:</p>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>
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<p>MA.K12.MTR.2.1:</p>	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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<p>MA.K12.MTR.3.1:</p>	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
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<p>MA.K12.MTR.4.1:</p>	<p><b>Engage in discussions that reflect on the mathematical thinking of self and others.</b></p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly</li> </ul>
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- efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Special Notes:

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

**Course Number:** 2102320

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Economics >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** ECON HON  
**Course Length:** Semester (S)  
**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

**Educator Certifications**

Economics (Grades 6-12)
Social Science (Grades 5-9)
History (Grades 6-12)
Social Science (Grades 6-12)

# Cambridge AICE Economics 1 AS Level (#2102321) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2102321

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Abbreviated Title:** AICE ECON 1 AS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

Economics (Grades 6-12)

Social Science (Grades 5-9)

History (Grades 6-12)

Social Science (Grades 6-12)

# Cambridge AICE Economics 2 A Level (#2102322) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2102322

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Abbreviated Title:** AICE ECON 2 AL

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

Economics (Grades 6-12)

Social Science (Grades 5-9)

History (Grades 6-12)

Social Science (Grades 6-12)



# Cambridge Pre-AICE Economics IGCSE Level (#2102323) 2022 - And

Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2102323

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Economics >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** PRE-AICE ECON IG

**Course Length:** Semester (S)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Course Level:** 3

**Graduation Requirement:** Economics

### Educator Certifications

Economics (Grades 6-12)
Social Science (Grades 5-9)
History (Grades 6-12)
Social Science (Grades 6-12)

# Cambridge AICE Business 1 AS Level (#2102324) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2102324

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Abbreviated Title:** AICE BUSINESS 1 AS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

Economics (Grades 6-12)

Social Science (Grades 6-12)

Business Education (Grades 6-12)

# Cambridge AICE Business 2 A Level (#2102325) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2102325

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Abbreviated Title:** AICE BUSINESS 2 AL

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

Economics (Grades 6-12)

Social Science (Grades 6-12)

Business Education (Grades 6-12)

# Cambridge Pre-AICE Business Studies IGCSE Level (#2102326) 2014 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

### GENERAL INFORMATION

<b>Course Number:</b> 2102326	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Economics >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> PRE-AICE BUS STUD IG
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>Advanced International Certificate of Education (AICE)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Economics (Grades 6-12)
Business Education (Grades 6-12)
Social Science (Grades 6-12)

# Economics with Financial Literacy for Credit Recovery (#2102340) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition.
SS.912.E.1.9:	Describe how the earnings of workers are determined.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
SS.912.E.2.1:	Identify and explain broad economic goals.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.FL.1.1 (Discontinued after 2023-2024):	Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.
SS.912.FL.1.2 (Discontinued after 2023-2024):	Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.

SS.912.FL.1.3 (Discontinued after 2023-2024):	Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.
SS.912.FL.1.4 (Discontinued after 2023-2024):	Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.
SS.912.FL.1.5 (Discontinued after 2023-2024):	Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.
SS.912.FL.1.6 (Discontinued after 2023-2024):	Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.
SS.912.FL.1.7 (Discontinued after 2023-2024):	Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.
SS.912.FL.2.1 (Discontinued after 2023-2024):	Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.
SS.912.FL.2.2 (Discontinued after 2023-2024):	Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.
SS.912.FL.2.3 (Discontinued after 2023-2024):	Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.
SS.912.FL.2.4 (Discontinued after 2023-2024):	Describe ways that consumers may be influenced by how the price of a good is expressed.
SS.912.FL.2.5 (Discontinued after 2023-2024):	Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.
SS.912.FL.2.6 (Discontinued after 2023-2024):	Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.
SS.912.FL.2.7 (Discontinued after 2023-2024):	Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.
SS.912.FL.3.1 (Discontinued after 2023-2024):	Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.
SS.912.FL.3.2 (Discontinued after 2023-2024):	Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.
SS.912.FL.3.3 (Discontinued after 2023-2024):	Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.
SS.912.FL.3.4 (Discontinued after 2023-2024):	Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.
SS.912.FL.3.5 (Discontinued after 2023-2024):	Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.
SS.912.FL.3.6 (Discontinued after 2023-2024):	Describe government policies that create incentives and disincentives for people to save.
SS.912.FL.3.7 (Discontinued after 2023-2024):	Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.
SS.912.FL.4.1 (Discontinued after 2023-2024):	Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.
SS.912.FL.4.10 (Discontinued after 2023-2024):	Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.
SS.912.FL.4.11 (Discontinued after 2023-2024):	Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.
SS.912.FL.4.12 (Discontinued after 2023-2024):	Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination

2023-2024):	and abusive marketing or collection practices.
SS.912.FL.4.13 (Discontinued after 2023-2024):	Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.
SS.912.FL.4.2 (Discontinued after 2023-2024):	Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.
SS.912.FL.4.3 (Discontinued after 2023-2024):	Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.
SS.912.FL.4.4 (Discontinued after 2023-2024):	Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.
SS.912.FL.4.5 (Discontinued after 2023-2024):	Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.
SS.912.FL.4.6 (Discontinued after 2023-2024):	Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.
SS.912.FL.4.7 (Discontinued after 2023-2024):	Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.
SS.912.FL.4.8 (Discontinued after 2023-2024):	Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.
SS.912.FL.4.9 (Discontinued after 2023-2024):	Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.
SS.912.FL.5.1 (Discontinued after 2023-2024):	Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.
SS.912.FL.5.10 (Discontinued after 2023-2024):	Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.
SS.912.FL.5.11 (Discontinued after 2023-2024):	Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.
SS.912.FL.5.12 (Discontinued after 2023-2024):	Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.
SS.912.FL.5.2 (Discontinued after 2023-2024):	Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.
SS.912.FL.5.3 (Discontinued after 2023-2024):	Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.
SS.912.FL.5.4 (Discontinued after 2023-2024):	Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.
SS.912.FL.5.5 (Discontinued after 2023-2024):	Explain that shorter-term investments will likely have lower rates of return than longer-term investments.
SS.912.FL.5.6 (Discontinued after 2023-2024):	Describe how diversifying investments in different types of financial assets can lower investment risk.
SS.912.FL.5.7 (Discontinued after 2023-2024):	Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.
SS.912.FL.5.8 (Discontinued after 2023-2024):	Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.
SS.912.FL.5.9 (Discontinued after 2023-2024):	Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.
SS.912.FL.6.1 (Discontinued after 2023-2024):	Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.

SS.912.FL.6.10 (Discontinued after 2023-2024):	Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.
SS.912.FL.6.2 (Discontinued after 2023-2024):	Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.
SS.912.FL.6.3 (Discontinued after 2023-2024):	Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.
SS.912.FL.6.4 (Discontinued after 2023-2024):	Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.
SS.912.FL.6.5 (Discontinued after 2023-2024):	Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).
SS.912.FL.6.6 (Discontinued after 2023-2024):	Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.
SS.912.FL.6.7 (Discontinued after 2023-2024):	Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.
SS.912.FL.6.8 (Discontinued after 2023-2024):	Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.
SS.912.FL.6.9 (Discontinued after 2023-2024):	Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>



- Show students that various representations can have different purposes and can be useful in different situations.

### **Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

#### **Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### **Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

#### **Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### **Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

#### **Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### **Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

#### **Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p>

# General Course Information and Notes

## GENERAL NOTES

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

### Special Notes:

Credit Recovery courses are credit bearing courses with specific content requirements defined by state academic standards (SAS). Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### Finance Your Future

The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt, Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the standard high school diploma requirement per s. 1003.4282, Florida Statutes. A crosswalk of Financial Literacy standards and benchmarks can be found here.

## GENERAL INFORMATION

<b>Course Number:</b> 2102340	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Economics >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> ECON FIN LIT CR
<b>Course Type:</b> Credit Recovery	<b>Course Length:</b> Credit Recovery (R)
<b>Course Status:</b> State Board Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

Economics (Grades 6-12)

Social Science (Grades 5-9)

History (Grades 6-12)

Social Science (Grades 6-12)

# Advanced Placement Microeconomics (#2102360) 2020 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The most current curriculum framework and other instructional and planning resources for this course are available on the Florida Department of Education website at: <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2020-21-frameworks/finance.stml>

### GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html).

### GENERAL INFORMATION

**Course Number:** 2102360

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**SOC Code:** 43-4041

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Section:** Career and Technical Education

» **Cluster:** Finance » **Career Path:**

Secondary Programs » **Program:** 8815100

» **Program Version:** Finance »

**Abbreviated Title:** AP MICROECON

**Course Length:** Semester (S)

**Course Attributes:**

- Advanced Placement (AP)

**Course Level:** 3

### Educator Certifications

Economics (Grades 6-12)

History (Grades 6-12)

Social Science (Grades 6-12)

# Advanced Placement Macroeconomics (#2102370) 2020 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The most current curriculum framework and other instructional and planning resources for this course are available on the Florida Department of Education website at: <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2020-21-frameworks/finance.stml>

### GENERAL INFORMATION

**Course Number:** 2102370

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Economics > **Section:** Career and Technical Education » **Cluster:** Finance » **Career Path:** Secondary Programs » **Program:** 8815100 » **Program Version:** Finance »

**Abbreviated Title:** AP MACROECON

**Course Length:** Semester (S)

**Course Attributes:**

- Advanced Placement (AP)

**Course Type:** Core Academic Course      **Course Level:** 3

**Course Status:** Course Approved

**SOC Code:** 43-4041

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

### Educator Certifications

Economics (Grades 6-12)
History (Grades 6-12)
Social Science (Grades 6-12)

# The American Economic Experience: Scarcity and Choice

## Honors (#2102390) 2022 - And Beyond (current)

### Course Standards

Name	Description
SS.912.A.5.11:	Examine causes, course, and consequences of the Great Depression and the New Deal.
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition.
SS.912.E.1.9:	Describe how the earnings of workers are determined.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
SS.912.E.2.1:	Identify and explain broad economic goals.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p><b>Engage in discussions that reflect on the mathematical thinking of self and others.</b></p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p>



- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**The American Economic Experience: Scarcity and Choice** - The grade 9-12 The American Economic Experience: Scarcity and Choice consists of the following content area strands: American History, World History, Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of economics in the American system. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the development of a market economy, the American mixed-market system, the global market and economy, major economic theories, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, personal finance, financial and investment markets, and the business cycle.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Special Note:** Students earning credit in this course may not earn credit in Economics (2102310), Economics Honors (2102320), or The American Economic Experience (2102380).

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

## Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2102390

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Abbreviated Title:** AMER ECON EXP HON

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

Economics (Grades 6-12)

History (Grades 6-12)

Social Science (Grades 6-12)

# Cambridge Pre-AICE - Travel & Tourism IGCSE Level (#2102400) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2102400

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Economics >

**Number of Credits:** One (1) credit

**Abbreviated Title:** PRE-AICE  
TRVL&TRSM IG

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Level:** 3

### Educator Certifications

Business Education (Grades 6-12)

Social Science (Grades 6-12)

# Cambridge AICE Travel & Tourism 1 AS Level (#2102410) 2014 - And

Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

<b>Course Number:</b> 2102410	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Economics >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> AICE TRVL&TRSM 1 AS
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>Advanced International Certificate of Education (AICE)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Business Education (Grades 6-12)
Social Science (Grades 6-12)

# Cambridge AICE Travel & Tourism 2 A Level (#2102420) 2014 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

<b>Course Number:</b> 2102420	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Economics >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> AICE TRVL&TRSM 2 AL
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>Advanced International Certificate of Education (AICE)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Business Education (Grades 6-12)
Social Science (Grades 6-12)

# International Baccalaureate Business and Management 1 (#2102430) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2102430

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Abbreviated Title:** IB BUS MGMT 1

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

### Educator Certifications

Business Education (Grades 6-12)
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# International Baccalaureate Business and Management 2 (#2102440) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 2102440	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Economics >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB BUS MGMT 2
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Business Education (Grades 6-12)
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# International Baccalaureate Business and Management 3 (#2102450) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 2102450	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Economics >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB BUS MGMT 3
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Business Education (Grades 6-12)
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# Florida's Preinternational Baccalaureate Comparative Economics With Financial Literacy (#2102800) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.E.1.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.1.5:	Compare different forms of business organizations.
SS.912.E.1.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.2.1:	Identify and explain broad economic goals.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.FL.1.1 (Discontinued after 2023-2024):	Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.
SS.912.FL.1.2 (Discontinued after 2023-2024):	Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.
SS.912.FL.1.3 (Discontinued after 2023-2024):	Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.
SS.912.FL.1.4 (Discontinued after 2023-2024):	Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.
SS.912.FL.1.5 (Discontinued after 2023-2024):	Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.

SS.912.FL.1.6 (Discontinued after 2023-2024):	Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.
SS.912.FL.1.7 (Discontinued after 2023-2024):	Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.
SS.912.FL.2.1 (Discontinued after 2023-2024):	Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.
SS.912.FL.2.2 (Discontinued after 2023-2024):	Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.
SS.912.FL.2.3 (Discontinued after 2023-2024):	Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.
SS.912.FL.2.4 (Discontinued after 2023-2024):	Describe ways that consumers may be influenced by how the price of a good is expressed.
SS.912.FL.2.5 (Discontinued after 2023-2024):	Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.
SS.912.FL.2.6 (Discontinued after 2023-2024):	Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.
SS.912.FL.2.7 (Discontinued after 2023-2024):	Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.
SS.912.FL.3.1 (Discontinued after 2023-2024):	Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.
SS.912.FL.3.2 (Discontinued after 2023-2024):	Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.
SS.912.FL.3.3 (Discontinued after 2023-2024):	Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.
SS.912.FL.3.4 (Discontinued after 2023-2024):	Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.
SS.912.FL.3.5 (Discontinued after 2023-2024):	Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.
SS.912.FL.3.6 (Discontinued after 2023-2024):	Describe government policies that create incentives and disincentives for people to save.
SS.912.FL.3.7 (Discontinued after 2023-2024):	Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.
SS.912.FL.4.1 (Discontinued after 2023-2024):	Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.
SS.912.FL.4.10 (Discontinued after 2023-2024):	Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.
SS.912.FL.4.11 (Discontinued after 2023-2024):	Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.
SS.912.FL.4.12 (Discontinued after 2023-2024):	Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.
SS.912.FL.4.13 (Discontinued after 2023-2024):	Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.
SS.912.FL.4.2 (Discontinued after 2023-2024):	Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.
SS.912.FL.4.3 (Discontinued after 2023-2024):	Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk

2023-2024):	and why lenders charge a lower interest rate than they charge for unsecured loans.
SS.912.FL.4.4 (Discontinued after 2023-2024):	Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.
SS.912.FL.4.5 (Discontinued after 2023-2024):	Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.
SS.912.FL.4.6 (Discontinued after 2023-2024):	Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.
SS.912.FL.4.7 (Discontinued after 2023-2024):	Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.
SS.912.FL.4.8 (Discontinued after 2023-2024):	Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.
SS.912.FL.4.9 (Discontinued after 2023-2024):	Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.
SS.912.FL.5.1 (Discontinued after 2023-2024):	Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.
SS.912.FL.5.10 (Discontinued after 2023-2024):	Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.
SS.912.FL.5.11 (Discontinued after 2023-2024):	Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.
SS.912.FL.5.12 (Discontinued after 2023-2024):	Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.
SS.912.FL.5.2 (Discontinued after 2023-2024):	Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.
SS.912.FL.5.3 (Discontinued after 2023-2024):	Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.
SS.912.FL.5.4 (Discontinued after 2023-2024):	Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.
SS.912.FL.5.5 (Discontinued after 2023-2024):	Explain that shorter-term investments will likely have lower rates of return than longer-term investments.
SS.912.FL.5.6 (Discontinued after 2023-2024):	Describe how diversifying investments in different types of financial assets can lower investment risk.
SS.912.FL.5.7 (Discontinued after 2023-2024):	Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.
SS.912.FL.5.8 (Discontinued after 2023-2024):	Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.
SS.912.FL.5.9 (Discontinued after 2023-2024):	Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.
SS.912.FL.6.1 (Discontinued after 2023-2024):	Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.
SS.912.FL.6.10 (Discontinued after 2023-2024):	Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.
SS.912.FL.6.2 (Discontinued after 2023-2024):	Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.
SS.912.FL.6.3 (Discontinued after 2023-2024):	Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.

SS.912.FL.6.4 (Discontinued after 2023-2024):	Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.
SS.912.FL.6.5 (Discontinued after 2023-2024):	Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).
SS.912.FL.6.6 (Discontinued after 2023-2024):	Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.
SS.912.FL.6.7 (Discontinued after 2023-2024):	Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.
SS.912.FL.6.8 (Discontinued after 2023-2024):	Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.
SS.912.FL.6.9 (Discontinued after 2023-2024):	Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p>

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

	<p>Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida state academic standards (SAS) taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses

mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[https://ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### **Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## **GENERAL INFORMATION**

<b>Course Number:</b> 2102800	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Economics > <b>Abbreviated Title:</b> FL PRE-IB COMP ECONS
<b>Number of Credits:</b> Half credit (.5)	<b>Course Length:</b> Semester (S) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> State Board Approved	
<b>Grade Level(s):</b> 9,10	
<b>Graduation Requirement:</b> Economics	

### **Educator Certifications**

Economics (Grades 6-12)
Social Science (Grades 6-12)



# International Baccalaureate Economics 1 (#2102810) 2014 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2102810

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Abbreviated Title:** IB ECONOMICS 1

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

### Educator Certifications

Economics (Grades 6-12)

Social Science (Grades 5-9)

History (Grades 6-12)

Social Science (Grades 6-12)

# International Baccalaureate Economics 2 (#2102820) 2014 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2102820

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Abbreviated Title:** IB ECONOMICS 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

### Educator Certifications

Economics (Grades 6-12)

Social Science (Grades 5-9)

History (Grades 6-12)

Social Science (Grades 6-12)

# International Baccalaureate Economics 3 (#2102830) 2014 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2102830

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Abbreviated Title:** IB ECONOMICS 3

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

### Educator Certifications

Economics (Grades 6-12)

Social Science (Grades 5-9)

History (Grades 6-12)

Social Science (Grades 6-12)

# M/J World Geography (#2103010) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3:	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
	Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
SS.68.HE.1.1:	<ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> </ul>

- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by

	the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**M/J World Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

### Special Notes:

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf>

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2103010

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:** Geography >

**Abbreviated Title:** M/J WORLD GEOG

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Geography (Grades 6-12)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)



# M/J World Geography (#2103015) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
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SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3:	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
	Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
SS.68.HE.1.1:	<ul style="list-style-type: none"> <li>Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>Students will analyze how antisemitism led to and contributed to the Holocaust.</li> </ul>

- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

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- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

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Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

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- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
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- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
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- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
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- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

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- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

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**Clarifications:**

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- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
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**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

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- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

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4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by

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## General Course Information and Notes

### GENERAL NOTES

**M/J World Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

### Special Notes:

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf>

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**GENERAL INFORMATION**

**Course Number:** 2103015

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:** Geography >

**Abbreviated Title:** M/J WORLD GEOG

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Middle Grades Integrated Curriculum (Middle Grades 5-9)
Social Science (Grades 5-9)
Geography (Grades 6-12)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

# M/J World Geography & Career Planning (#2103016) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3:	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
	Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
SS.68.HE.1.1:	<ul style="list-style-type: none"> <li>Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>Students will analyze how antisemitism led to and contributed to the Holocaust.</li> </ul>

- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by



	the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**M/J World Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

**Career and Education Planning Course Standards** – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Special Notes:**

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf>

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

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This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

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**GENERAL INFORMATION**

**Course Number:** 2103016

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:**

Geography >

**Abbreviated Title:** M/J WORLD GEOG &

C/P

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Geography (Grades 6-12)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# M/J World Geography and Digital Technologies (#2103017) 2023 - And

Beyond (current)

## Course Standards

Name	Description
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3:	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
	Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

SS.68.HE.1.1:

- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.
- Students will analyze how antisemitism led to and contributed to the Holocaust.
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**M/J World Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Digital Technologies** - The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4203 (3), Florida Statutes):

#### Communications Technologies

01.0 Demonstrate proficiency locating information on the Internet.

01.01 Identify and describe web terminology.

01.02 Define Universal Resource Locators (URLs) and associated protocols (e.g., http, ftp, telnet, mailto).

01.03 Compare and contrast the types of Internet domains (e.g., .com, .org, .edu, .gov, .net, .mil).

01.04 Adhere to cyberethics, copyright laws, and regulatory control.

01.05 Describe the human element of Internet security, specifically social engineering techniques for obtaining private or identification information.

01.06 Demonstrate proficiency using search engines, including Boolean search strategies.

01.07 Demonstrate proficiency using various web tools (e.g., downloading of files, transfer of files, telnet, PDF, etc.).

01.08 Compare and contrast the roles of web servers and web browsers.

02.0 Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.

02.01 Characterize effective writing styles and conventions for the web.

02.02 Use word processing software to create effective written content for the web.

02.03 Use graphics software to create message-driven graphical content for use on a webpage.

02.04 Access and digitize graphics through various resources (e.g., scanner, digital cameras, on-line graphics, clipart, CD-ROMs).

02.05 Create and edit images using image or graphic design software.

03.0 Perform e-mail activities.

03.01 Describe e-mail capabilities and functions.

03.02 Identify components of an e-mail message.

03.03 Identify the components of an e-mail address.

03.04 Attach a file to an e-mail message.

03.05 Forward an e-mail message to one or more addressees.

03.06 Use an address book.

03.07 Reply to an e-mail message.

03.08 Use the Internet to perform e-mail activities.

03.09 Identify the appropriate use of e-mail and demonstrate related e-mail etiquette.

04.0 Use Web 2.0 or Internet-based collaborative technology (e.g., Wikis, Wimba, Moodle, Facebook) to facilitate a web development project.

04.01 Create and use a wiki or similar collaborative environment for communicating and sharing among web development project team members.

04.02 Create and use a social media page (e.g., Facebook, Wimba, Moodle) to share and publish web components (e.g., content, images, graphics, videos) for gauging visitor reaction and obtaining feedback.

### Special Notes:

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at

<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf>

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139)

Action=CMS\_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2103017

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 6 to 8 Education Courses >  
**Subject:** Social Studies > **SubSubject:**  
Geography >



**Abbreviated Title:** M/J WORLDGEO &  
DIGTECH

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Geography (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

# M/J International Baccalaureate MYP World Geography & Career Planning (#2103018) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"><li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li><li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li><li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li></ul>

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL NOTES

In addition to the requirements set forth by the International Baccalaureate Organization, students enrolled in this course will also complete course requirements for Career and Education Planning.

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

**Career and Education Planning Course Standards** – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- 1.0 Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- 2.0 Making close reading and rereading of texts central to lessons.
- 3.0 Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4.0 Requiring students to support answers with evidence from the text.

5.0 Providing extensive text-based research and writing opportunities (claims and evidence).

## GENERAL INFORMATION

**Course Number:** 2103018

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:**

Geography >

**Abbreviated Title:** M/J IB MYP

WRLDGEOCP

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## Educator Certifications

Social Science (Grades 5-9)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Geography (Grades 6-12)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# M/J World Geography, Advanced (#2103020) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3:	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
	Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
SS.68.HE.1.1:	<ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> </ul>

- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
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**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
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- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
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	the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
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### GENERAL NOTES

**M/J World Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Special Notes:

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf>

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to

comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2103020

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:** Geography >

**Abbreviated Title:** M/J WORLD GEOG ADV

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Geography (Grades 6-12)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)



# M/J Geography: Asia, Oceania, Africa (#2103030) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.4.4:	Map and analyze the impact of the spread of various belief systems in the ancient world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3:	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.5:	Describe the roles of historians and recognize varying historical interpretations (historiography).
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.2.1:	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

SS.6.W.2.2:	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
SS.6.W.2.3:	Identify the characteristics of civilization.
SS.6.W.2.4:	Compare the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.2:	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4:	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
SS.6.W.4.11:	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.6.C.2.4:	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p>

## General Course Information and Notes

### GENERAL NOTES

**M/J Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about historical physical and human patterns in the regions of Asia, Oceania, and Africa. Content should include, but not be limited to the understanding of the impact of historical cultural and ethnic perspectives, societal roles and customs, law and politics, religion, and physical geography on the development of these regions. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

### Special Notes:

This course is one of the courses of a three year sequence in the Connections, Challenges, and Choices program. M/J Geography; Asia, Oceania and Africa (2123030) and M/J Florida: Challenges and Choices (2103050) complete the sequence.

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at

<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf>

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

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<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

**Course Number:** 2103030

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:**

Geography >

**Abbreviated Title:** M/J GEOG: AS, OC,

AF

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Middle Grades Integrated Curriculum (Middle Grades 5-9)

History (Grades 6-12)

Social Science (Grades 5-9)

Geography (Grades 6-12)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# World Cultural Geography (#2103300) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.CG.4.1:	Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States. <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	Explain how the United States uses foreign policy to influence other nations. <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world. <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.



- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>            K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>            See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>            Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p>

## General Course Information and Notes

### GENERAL NOTES

**World Cultural Geography** - The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include,

but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

### GENERAL INFORMATION

<b>Course Number:</b> 2103300	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Geography >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> WORLD CLTRL GEOG
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

Geography (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

# Advanced Placement Human Geography (#2103400) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html).

### GENERAL INFORMATION

**Course Number:** 2103400

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Geography >

**Abbreviated Title:** AP HUMAN GEOG

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced Placement (AP)

**Course Level:** 3

### Educator Certifications

Geography (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# Cambridge AICE Geography 1 AS Level (#2103410) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2103410

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Geography >

**Abbreviated Title:** AICE GEOG 1 AS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

Geography (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# Cambridge Pre-AICE Geography IGCSE Level (#2103420) 2014 - And

Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

### GENERAL INFORMATION

<b>Course Number:</b> 2103420	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Geography >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> PRE-AICE GEOG IG
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>Advanced International Certificate of Education (AICE)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Geography (Secondary Grades 7-12)
Social Science (Grades 6-12)

# International Baccalaureate Geography 1 (#2103430) 2014 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 2103430	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Geography >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB GEOGRAPHY 1
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Geography (Grades 6-12)
Social Science (Grades 6-12)
Social Science (Grades 5-9)

# International Baccalaureate World Geography (#2103800) 2014 - And

Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 2103800	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Geography >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB WRLD GEOGRAPHY
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Geography (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)



# International Baccalaureate Geography 2 (#2103805) 2014 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 2103805	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Geography >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB GEOGRAPHY 2
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Geography (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

# International Baccalaureate Mid Yrs Prog World Geography (#2103810) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 2103810	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Geography >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB MYP WRLD GEO
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Geography (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

# M/J Social Studies (#2104000) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.6.CG.1.1:	Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic. <ul style="list-style-type: none"> <li>• Students will identify and explain the democratic principles of government in ancient Greece.</li> <li>• Students will compare and contrast the political systems of ancient Greece and modern-day United States.</li> <li>• Students will recognize the influence of ancient Greece on the American political process.</li> </ul>
SS.6.CG.1.2:	Analyze the influence of ancient Rome on the United States' constitutional republic. <ul style="list-style-type: none"> <li>• Students will compare and contrast the political systems in ancient Rome and modern-day United States.</li> <li>• Students will recognize the influence of ancient Rome on the American political process.</li> </ul>
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
	Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

SS.68.HE.1.1:

- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.
- Students will analyze how antisemitism led to and contributed to the Holocaust.
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

The social studies curriculum for this course consists of the following content area strands: World History, Geography, Economics, Civics and Government. The primary content for this course pertains to the concepts and methodologies used in the social studies disciplines, and their applications in contemporary and historical contexts. Content should include, but not be limited to, the basic concepts and methodology of the social studies disciplines, interdisciplinary concepts of change, conflict, interdependence, choice, and impact of the environment, development of reasoning and information-processing skills, applications of the social studies to contemporary issues and concerns, applications of the social studies to the study of Florida. Students will be exposed to the multiple disciplines of social studies including history, geography, political science, economics, sociology, psychology, and anthropology. Students will study methods of historical inquiry and primary and secondary historical documents.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

**Course Number:** 2104000

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:**

Interdisciplinary and Applied Social Studies

>

**Abbreviated Title:** M/J SS

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Social Science (Grades 6-12)

# M/J Engaged Citizenship through Service Learning

## 1 (#2104010) 2023 - And Beyond (current)

### Course Standards

Name	Description
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"><li>• Analyze the problem in a way that makes sense given the task.</li><li>• Ask questions that will help with solving the task.</li><li>• Build perseverance by modifying methods as needed while solving a challenging task.</li><li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li><li>• Help and support each other when attempting a new method or approach.</li></ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"><li>• Cultivate a community of growth mindset learners.</li><li>• Foster perseverance in students by choosing tasks that are challenging.</li><li>• Develop students' ability to analyze and problem solve.</li><li>• Recognize students' effort when solving challenging problems.</li></ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>• Build understanding through modeling and using manipulatives.</li><li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li><li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li><li>• Express connections between concepts and representations.</li><li>• Choose a representation based on the given context or purpose.</li></ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>• Help students make connections between concepts and representations.</li><li>• Provide opportunities for students to use manipulatives when investigating concepts.</li><li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li><li>• Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
MA.K12.MTR.3.1:	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"><li>• Select efficient and appropriate methods for solving problems within the given context.</li><li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li><li>• Complete tasks accurately and with confidence.</li><li>• Adapt procedures to apply them to a new context.</li><li>• Use feedback to improve efficiency when performing calculations.</li></ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"><li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li><li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li><li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>
	<p><b>Engage in discussions that reflect on the mathematical thinking of self and others.</b></p>



<p>MA.K12.MTR.4.1:</p>	<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
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<p><b>Use patterns and structure to help understand and connect mathematical concepts.</b></p>	
<p>MA.K12.MTR.5.1:</p>	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>

<p><b>Assess the reasonableness of solutions.</b></p>	
<p>MA.K12.MTR.6.1:</p>	<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>

<p><b>Apply mathematics to real-world contexts.</b></p>	
<p>MA.K12.MTR.7.1:</p>	<p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	<p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
HE.6.B.4.3:	<p>Demonstrate effective conflict-management and/or resolution strategies.</p>
HE.6.B.5.4:	<p>Distinguish between the need for individual or collaborative decision-making.</p>
HE.6.C.1.8:	<p>Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p>
PE.6.M.1.12:	<p>Use proper safety practices.</p>
PE.6.R.5.1:	<p>List ways that peer pressure can be positive and negative.</p>
PE.6.R.5.2:	<p>Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.</p>
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.7.CG.3.13:	<p>Explain government obligations to its citizens and the services provided at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will describe and classify specific services provided by local, state and national governments.</li> <li>• Students will compare the powers and obligations of local, state and national governments.</li> </ul>
SS.7.CG.4.2:	<p>Describe the United States' and citizen participation in international organizations.</p> <ul style="list-style-type: none"> <li>• Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).</li> <li>• Students will discuss the advantages and disadvantages of U.S. membership in international organizations.</li> </ul>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 20-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at [www.fldoe.org/Family/learnserve.asp](http://www.fldoe.org/Family/learnserve.asp).

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Provide documentation of activities and the minimum 20 hours of participation in an approved service-learning project.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Path: Section: Grades PreK to**

**Course Number:** 2104010

12 Education Courses > **Grade Group:**  
Grades 6 to 8 Education Courses >  
**Subject:** Social Studies > **SubSubject:**  
Interdisciplinary and Applied Social Studies  
>

**Abbreviated Title:** M/J ENG CIT  
SERVLRN1

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

# M/J Engaged Citizenship through Service Learning

## 2 (#2104020) 2023 - And Beyond (current)

### Course Standards

Name	Description
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p><b>Engage in discussions that reflect on the mathematical thinking of self and others.</b></p>

<p>MA.K12.MTR.4.1:</p>	<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
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<p><b>Use patterns and structure to help understand and connect mathematical concepts.</b></p>	
<p>MA.K12.MTR.5.1:</p>	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>

<p><b>Assess the reasonableness of solutions.</b></p>	
<p>MA.K12.MTR.6.1:</p>	<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>

<p><b>Apply mathematics to real-world contexts.</b></p>	
<p>MA.K12.MTR.7.1:</p>	<p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	<p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
HE.7.B.4.2:	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.</p>
HE.7.B.4.3:	<p>Articulate the possible causes of conflict among youth in schools and communities.</p>
HE.7.B.5.4:	<p>Determine when individual or collaborative decision-making is appropriate.</p>
HE.7.C.1.8:	<p>Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p>
PE.7.M.1.7:	<p>Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.</p>
PE.7.R.5.1:	<p>Identify situations in which peer pressure could negatively impact one's own behavior choices.</p>
PE.7.R.5.2:	<p>Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.</p>
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.7.CG.3.13:	<p>Explain government obligations to its citizens and the services provided at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will describe and classify specific services provided by local, state and national governments.</li> <li>• Students will compare the powers and obligations of local, state and national governments.</li> </ul>
SS.7.CG.4.2:	<p>Describe the United States' and citizen participation in international organizations.</p> <ul style="list-style-type: none"> <li>• Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).</li> <li>• Students will discuss the advantages and disadvantages of U.S. membership in international organizations.</li> </ul>

ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### GENERAL NOTES

This course provides an introduction and applications to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 25 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 25-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at [www.fldoe.org/Family/learnserve.asp](http://www.fldoe.org/Family/learnserve.asp).

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Provide documentation of activities and the minimum 25 hours of participation in one or more approved service-learning project.

For this second-level middle school course, the expectation is that students will not only conduct more service-learning hours than students in the first level but will also demonstrate responsibility and leadership in project investigation, design, and implementation.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION



**Course Number:** 2104020

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 6 to 8 Education Courses >  
**Subject:** Social Studies > **SubSubject:**  
Interdisciplinary and Applied Social Studies  
>

**Abbreviated Title:** M/J ENG CIT  
SERVLRN2

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

# M/J Emerging Leaders (#2104040) 2023 - And Beyond (current)

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p><b>Engage in discussions that reflect on the mathematical thinking of self and others.</b></p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

ELA.K12.EE.1.1:	<p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.7.CG.2.10:	<p>Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.</p> <ul style="list-style-type: none"> <li>• Students will identify the appropriate level of government to resolve specific problems.</li> <li>• Students will identify appropriate government agencies to address local or state problems.</li> <li>• Students will analyze public policy alternatives to resolve local and state problems.</li> </ul>
SS.7.CG.3.13:	<p>Explain government obligations to its citizens and the services provided at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will describe and classify specific services provided by local, state and national governments.</li> <li>• Students will compare the powers and obligations of local, state and national governments.</li> </ul>
SS.7.CG.4.2:	<p>Describe the United States' and citizen participation in international organizations.</p> <ul style="list-style-type: none"> <li>• Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).</li> <li>• Students will discuss the advantages and disadvantages of U.S. membership in international organizations.</li> </ul>
SS.7.E.2.4:	<p>Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.

## General Course Information and Notes

### VERSION DESCRIPTION

This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours in duration.

### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>.

### GENERAL INFORMATION

**Course Number:** 2104040

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** Interdisciplinary and Applied Social Studies > **Abbreviated Title:** M/J EMERGING LEADERS  
**Course Length:** Semester (S)

**Course Status:** Course Approved

### Educator Certifications

Social Science (Grades 5-9)
Social Science (Grades 6-12)

# M/J Introduction to Junior Reserve Officer Training Corps (JROTC) (#2104050) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.7.CG.1.6:	<p>Analyze the ideas and grievances set forth in the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).</li> <li>• Students will explain the concept of natural rights as expressed in the Declaration of Independence.</li> <li>• Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.</li> <li>• Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.</li> <li>• Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.</li> <li>• Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).</li> </ul>
SS.7.CG.1.8:	<p>Explain the purpose of the Preamble to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).</li> <li>• Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).</li> <li>• Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.</li> </ul>
SS.7.CG.1.9:	<p>Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of limited government in the U.S. Constitution.</li> <li>• Students will describe and distinguish between separation of powers and checks and balances.</li> <li>• Students will analyze how government power is limited by separation of powers and/or checks and balances.</li> <li>• Students will recognize examples of separation of powers and checks and balances.</li> <li>• Students will recognize the influence of the U.S. Constitution on the development of other governments.</li> </ul>
SS.7.CG.2.2:	<p>Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.</p> <ul style="list-style-type: none"> <li>• Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.</li> <li>• Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.</li> <li>• Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.</li> <li>• Students will use scenarios to assess specific obligations of citizens.</li> <li>• Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.</li> </ul>
	<p>Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.</li> </ul>

SS.7.CG.2.3:	<ul style="list-style-type: none"> <li>• Students will recognize the five freedoms protected by the First Amendment.</li> <li>• Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.</li> <li>• Students will use scenarios to identify rights protected by the Bill of Rights.</li> <li>• Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.</li> </ul>
SS.7.CG.3.7:	<p>Explain the structure, functions and processes of the legislative branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).</li> <li>• Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).</li> <li>• Students will compare and contrast the lawmaking process at the local, state and national levels.</li> </ul>
SS.7.CG.4.3:	<p>Describe examples of the United States' actions and reactions in international conflicts.</p> <ul style="list-style-type: none"> <li>• Students will identify specific examples of and the reasons for United States' involvement in international conflicts.</li> <li>• Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.</li> <li>• Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).</li> </ul>
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p>

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

#### Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

#### Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

#### Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

#### Clarifications:



Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>            K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>            See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>            Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
PE.6.C.2.4:	<p>Describe the long-term benefits of regular physical activity.</p>
PE.6.M.1.1:	<p>Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.</p>
PE.6.M.1.12:	<p>Use proper safety practices.</p>
PE.6.R.5.2:	<p>Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions and function of the Junior Reserve Officer Training Corps (JROTC) as well as to stimulate an enthusiasm for scholarship as a foundation for higher citizenship and leadership goals. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students also develop knowledge of self-control, citizenship, wellness and fitness. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens and the federal justice system is also provided.

### Special Notes:

Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### **Additional Benchmarks Related to Career and Technical Education:**

(Principles of Public Service)

- 04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 04.01 Employ leadership skills to accomplish organizational goals and objectives.
- 04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
- 04.03 Conduct and participate in meetings to accomplish work tasks.
- 04.04 Employ mentoring skills to inspire and teach others.
- 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
- 04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
- 04.07 Identify and document workplace performance goals and monitor progress toward these goals.
- 04.08 Conduct technical research to gather information necessary for decision-making.

#### **Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

#### **GENERAL INFORMATION**

**Course Number:** 2104050

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** Interdisciplinary and Applied Social Studies > **Abbreviated Title:** M/J INTRO TO JROTC  
**Course Length:** Semester (S)  
**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

#### **Educator Certifications**

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)



# M/J Introduction to Personal Financial Literacy (#2104060) 2023 - And

Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.7.E.1.2:	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
SS.7.E.1.4:	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.6:	Compare the national budget process to the personal budget process.
SS.7.E.2.1:	Explain how federal, state, and local taxes support the economy as a function of the United States government.
SS.7.E.2.2:	Describe the banking system in the United States and its impact on the money supply.
SS.8.E.1.1:	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
SS.8.FL.1.1:	Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.
SS.8.FL.1.2:	Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.
SS.8.FL.1.3:	Explain that getting more education and learning new job skills can increase a person's human capital and productivity.
SS.8.FL.1.4:	Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.
SS.8.FL.1.5:	Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.
SS.8.FL.1.6:	Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.
SS.8.FL.1.7:	Identify that interest, dividends, and capital appreciation (gains) are forms of income earned from financial investments.
SS.8.FL.1.8:	Discuss the fact that some people receive income support from government because they have low incomes or qualify in other ways for government assistance.
SS.8.FL.2.1:	Explain why when deciding what to buy, consumers may choose to gather information from a variety of sources. Describe how the quality and usefulness of information provided by sources can vary greatly from source to source. Explain that, while many sources provide valuable information, other sources provide information that is deliberately misleading.
SS.8.FL.2.2:	Analyze a source's incentives in providing information about a good or service, and how a consumer can better assess the quality and usefulness of the information.
SS.8.FL.2.3:	Describe the variety of payment methods people can use in order to buy goods and services.
SS.8.FL.2.4:	Examine choosing a payment method, by weighing the costs and benefits of the different payment options.
SS.8.FL.2.5:	Discuss the fact that people may revise their budget based on unplanned expenses and changes in income.
SS.8.FL.3.1:	Explain that banks and other financial institutions loan funds received from depositors to borrowers and that part of the interest received from these loans is used to pay interest to depositors for the use of their money.
SS.8.FL.3.2:	Explain that, for the saver, an interest rate is the price a financial institution pays for using a saver's money and is normally expressed as an annual percentage of the amount saved.
SS.8.FL.3.3:	Discuss that interest rates paid on savings and charged on loans, like all prices, are determined in a market.
SS.8.FL.3.4:	Explain that, when interest rates increase, people earn more on their savings and their savings grow more quickly.
SS.8.FL.3.5:	Identify principal as the initial amount of money upon which interest is paid.
SS.8.FL.3.6:	Identify the value of a person's savings in the future as determined by the amount saved and the interest rate. Explain why the earlier people begin to save, the more savings they will be able to accumulate, all other things equal, as a result of the power of compound interest.
SS.8.FL.3.7:	Discuss the different reasons that people save money, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events. Discuss how people's tastes and preferences influence their choice of how much to save and for what to save.
SS.8.FL.3.8:	Explain that, to assure savers that their deposits are safe from bank failures, federal agencies guarantee depositors' savings in most commercial banks, savings banks, and savings associations up to a set limit.

SS.8.FL.4.1:	Explain that people who apply for loans are told what the interest rate on the loan will be. An interest rate is the price of using someone else's money expressed as an annual percentage of the loan principal.
SS.8.FL.4.2:	Identify a credit card purchase as a loan from the financial institution that issued the card. Explain that credit card interest rates tend to be higher than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use.
SS.8.FL.4.3:	Examine the fact that borrowers who use credit cards for purchases and who do not pay the full balance when it is due pay much higher costs for their purchases because interest is charged monthly. Explain how a credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution.
SS.8.FL.4.4:	Explain that lenders charge different interest rates based on the risk of nonpayment by borrowers. Describe why the higher the risk of nonpayment, the higher the interest rate charged by financial institutions, and the lower the risk of nonpayment, the lower the interest rate charged.
SS.8.FL.5.1:	Describe the differences among the different types of financial assets, including a wide variety of financial instruments such as bank deposits, stocks, bonds, and mutual funds. Explain that real estate and commodities are also often viewed as financial assets.
SS.8.FL.5.2:	Calculate the amount of interest income received from depositing a certain amount of money in a bank account paying 1 percent per year and from owning a bond paying 5 percent per year in order to analyze that interest is received from money deposited in bank accounts as well as by owning a corporate or government bond or making a loan.
SS.8.FL.5.3:	Discuss that when people buy corporate stock, they are purchasing ownership shares in a business that if the business is profitable, they will expect to receive income in the form of dividends and/or from the increase in the stock's value, that the increase in the value of an asset (like a stock) is called a capital gain, and if the business is not profitable, investors could lose the money they have invested.
SS.8.FL.5.4:	Explain that the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.
SS.8.FL.5.5:	Explain that the rate of return earned from investments will vary according to the amount of risk and, in general, a trade-off exists between the security of an investment and its expected rate of return.
SS.8.FL.6.1:	Analyze the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.
SS.8.FL.6.2:	Identify insurance as a product that allows people to pay a fee (called a premium) now to transfer the costs of a potential loss to a third party.
SS.8.FL.6.3:	Describe how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.
SS.8.FL.6.4:	Discuss why insurance policies that guarantee higher levels of payment in the event of a loss (coverage) have higher prices.
SS.8.FL.6.5:	Discuss that insurance companies charge higher premiums to cover higher-risk individuals and events because the risk of monetary loss is greater for these individuals and events.
SS.8.FL.6.6:	Explain that individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance and that each option has different costs and benefits.
SS.8.FL.6.7:	Evaluate social networking sites and other online activity from the perspective of making individuals vulnerable to harm caused by identity theft or misuse of their personal information.
	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
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MA.K12.MTR.2.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p>

- Help students make connections between concepts and representations.
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- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### **Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

#### **Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

#### **Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
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- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

#### **Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

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Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

# General Course Information and Notes

## VERSION DESCRIPTION

This course consists for the following content areas and literacy strands: Financial Literacy, Economics, Mathematics, Language Arts for Literacy in History/Social Studies and Speaking and Listening. Content standards are geared toward deepening students' understanding of personal financial literacy through an economic perspective. A basic understanding of economics provides a critical framework to make informed decisions about budgeting, saving, and investing. In learning basic economics, students come to appreciate that choices have costs and benefits, and that it is often necessary to sort through complex information and weigh multiple costs and benefits before arriving at a decision. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge, and skills that will enable students to make sound personal finance decisions; to become wise, successful, and informed consumers, savers, borrowers, investors, risk managers, and future employees or employers; and to be participating and informed members of the global economy.

The content for the course is primarily developed around six standards from the state academic standards (SAS) Financial Literacy Strand:

- Earning Income
- Buying Goods and Services
- Saving
- Using Credit
- Financial Investing
- Protecting and Insuring

Content included in these standards includes, but may not be limited to:

- analyzing cost/benefit of economic decisions
- identifying different types of education and training required by various careers
- understanding the effect of acquiring education and skills on future income
- measuring the opportunity cost that education and training have in terms of time, effort, and money
- exploring the variety of payment method options
- classifying expenses in a budget
- assessing the quality and usefulness of information from marketers
- understanding the role of financial institutions as intermediaries between savers and borrowers
- understanding the role of government agencies in protecting savings deposits
- examining the difference between principal and interest
- identifying the time value of money
- explaining how people's tastes and preferences influence their choice of how much and what to save for
- understanding why people use credit
- identifying a credit card purchase as a loan from the issuer of the card
- explaining why interest rates vary across borrowers
- examining how a credit card user can avoid interest charges
- understanding the variety of possible financial investments
- calculating the rates of return on an investment and understanding why it may vary among financial products
- identifying insurance as the transfer of risk through risk pooling
- understanding each option for managing risk (assume it, reduce it, insure it) entails a cost
- preventing identify theft and fraud

## Special Notes

**Instructional Practices:** Teaching using real world materials, examples, and simulations enhances students' content area knowledge and also strengthens their ability to comprehend concepts related to personal financial literacy. Using the following instructional practices will also help student learning.

1. Incorporating current event articles on economic developments related to personal financial literacy.
2. Having students create economic models that reflect key concepts and economic decisions.
3. Use real world data and evidence to answer complex, high-level questions that are based on real world scenarios.
4. Require students to make and support personal financial decisions using evidence and trends.
5. Provided extended learning opportunities that simulate economic scenarios including, but not limited to:
  - opening a bank account
  - searching for and being offered a new job
  - planning and managing a household budget
  - analyzing the motivation and techniques of marketers
  - making a major purchase such as a home or automobile
  - applying for a credit card
  - planning for college expenses
  - filing a tax return
  - managing an investment portfolio

## Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida



educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>.

### Open Educational Resources (OEL)

There are a number of free financial literacy resources designed for middle school students that are available, providing both full service lesson plans and online digital modules. Please review the curriculum to determine if it is suitable for your educational needs before using.

- Next Gen Personal Finance - <https://www.ngpf.org>
- Take Charge Today - <https://takechargetoday.arizona.edu>
- FoolProof Financial Literacy - <https://www.foolproofme.org/academy/middle-schools>
- Finance Your Future - <http://financeyourfuture.myfloridacfo.com/>

### GENERAL INFORMATION

**Course Number:** 2104060

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** Interdisciplinary and Applied Social Studies >

**Abbreviated Title:** MJ INTRO  
PERSFINLIT

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Social Science (Grades 5-9)
Social Science (Grades 6-12)
Business Education (Grades 6-12)
Family and Consumer Science (Grades 6-12)
Mathematics (Grades 6-12)

# Introduction to the Social Sciences (#2104300) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>• Students will evaluate how the documents are connected to one another.</li> <li>• Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>• Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>• Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>• Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>• Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> <li>• Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the</li> </ul>

Khmer Rouge, Nicolás Maduro and the Chavismo movement).

SS.912.CG.3.1:

- Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.
- Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.

*Note: The benchmark above has been revised to meet HB 395.*

SS.912.CG.4.1:

Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.

- Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).
- Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).
- Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

SS.912.CG.4.2:

Explain how the United States uses foreign policy to influence other nations.

- Students will explain how the policies of other nations influence U.S. policy and society.
- Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).
- Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).
- Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).
- Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
- Students will explain the U.S. response to international conflicts.

SS.912.CG.4.3:

Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

SS.912.E.1.1:

Identify the factors of production and why they are necessary for the production of goods and services.

SS.912.E.1.3:

Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?

SS.912.E.1.4:

Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.

SS.912.E.1.6:

Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).

SS.912.E.1.10:

Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.

SS.912.E.3.5:

Compare the current United States economy with other developed and developing nations.

SS.912.E.3.6:

Differentiate and draw conclusions about historical economic thought theorized by economists.

SS.912.G.1.1:

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2:

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3:

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4:

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.2.1:

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2:

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3:

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1:

Interpret population growth and other demographic data for any given place.

SS.912.G.4.2:

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.7:

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9:

Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.2.4:	Examine the effects that works in the arts have on groups, individuals, and cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.

- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

#### Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

#### Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

#### Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

#### Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>            K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>            See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>            Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p>

## General Course Information and Notes

### GENERAL NOTES

**Introduction to the Social Sciences** - The grade 9-12 Introduction to the Social Sciences course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the scope, focus and methodology of the social sciences through an overview of its various disciplines. Content should include, but is not limited to essential concepts in the fields of anthropology, economics, geography, history, political science, psychology and sociology, inquiry methodologies, measurement techniques, interdisciplinary strategies, leading contributors in the major fields of social science, and development of effective logic and reasoning skills.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**GENERAL INFORMATION**

<p><b>Course Number:</b> 2104300</p> <p><b>Number of Credits:</b> One (1) credit</p> <p><b>Course Type:</b> Elective Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12</p>	<p><b>Course Path:</b> Section: Grades PreK to 12 Education Courses &gt; <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses &gt; <b>Subject:</b> Social Studies &gt; <b>SubSubject:</b> Interdisciplinary and Applied Social Studies &gt;</p> <p><b>Abbreviated Title:</b> INTROD SOCIAL SCI</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Level:</b> 2</p>
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**Educator Certifications**

Political Science (Grades 6-12)
Sociology (Grades 6-12)
Psychology (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

# Examining the African American Experience in the 20th Century (#2104310) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.3.8:	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.6:	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7:	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.A.7.8:	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.P.10.1:	Define culture and diversity.
SS.912.P.10.3:	Discuss the relationship between culture and conceptions of self and identity.
SS.912.P.10.4:	Discuss psychological research examining race and ethnicity.
SS.912.P.10.6:	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
SS.912.P.10.9:	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
SS.912.S.1.4:	Examine changing points of view of social issues, such as poverty, crime and discrimination.
SS.912.S.2.1:	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.6:	Identify the factors that promote cultural diversity within the United States.
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.S.4.10:	Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.
SS.912.S.5.4:	Investigate stereotypes of the various United States subcultures, such as "American Indian," "American cowboys," "teenagers," "Americans," "gangs," and "hippies," from a world perspective.
SS.912.S.5.7:	Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).



WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

VA.912.C.3.3:

Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

VA.912.C.3.5:

Make connections between timelines in other content areas and timelines in the visual arts.

VA.912.F.1.5:

Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.

VA.912.H.1.1:

Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

VA.912.H.1.8:

Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.

VA.912.H.1.10:

Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.

MU.912.F.2.2:

Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

MU.912.H.1.1:

Investigate and discuss how a culture's traditions are reflected through its music.

MU.912.H.1.4:

Analyze how Western music has been influenced by historical and current world cultures.

MU.912.H.2.1:

Evaluate the social impact of music on specific historical periods.

MU.912.H.2.3:

Analyze the evolution of a music genre.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.1.3:

Evaluate how environment and personal health are interrelated.

## General Course Information and Notes

### VERSION DESCRIPTION

This course will examine the artistic expressions of African Americans during the 20th Century. This century was a tumultuous time period in United

States History highlighted by profound changes in the social, economic and political affairs of African Americans. By examining the music and visual art created by African Americans during this time period, students will gain an understanding of the experiences of African American peoples.

Students will be exposed to the various genres of music that African Americans created or influenced such as jazz, blues, rhythm and blues, gospel, rock and roll and hip hop. Students will dissect and interpret works and explain what led to their creation and the impact that they had.

Students are not only exposed to the African American music of the time, but are also introduced to their visual art pieces. Students will analyze and provide their interpretations of works within the context of United States history.

Students will have been exposed to some of the greatest works ever produced in American culture.

## GENERAL NOTES

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

## GENERAL INFORMATION

**Course Number:** 2104310

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Interdisciplinary and Applied Social Studies >

**Abbreviated Title:** EXAMINING AFR  
EXPER

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** State Board Approved

## Educator Certifications

Social Science (Grades 6-12)

History (Grades 6-12)

# Exploring Hip Hop as Literature (#2104315) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.P.10.1:	Define culture and diversity.
SS.912.P.10.3:	Discuss the relationship between culture and conceptions of self and identity.
SS.912.P.10.4:	Discuss psychological research examining race and ethnicity.
SS.912.P.10.6:	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
SS.912.P.10.9:	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
SS.912.S.1.4:	Examine changing points of view of social issues, such as poverty, crime and discrimination.
SS.912.S.2.1:	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.6:	Identify the factors that promote cultural diversity within the United States.
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.S.4.10:	Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.
SS.912.S.5.4:	Investigate stereotypes of the various United States subcultures, such as "American Indian," "American cowboys," "teenagers," "Americans," "gangs," and "hippies," from a world perspective.
SS.912.S.5.7:	Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).

WL.K12.IM.6.3:

Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
MU.912.F.2.2:	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
MU.912.H.1.1:	Investigate and discuss how a culture’s traditions are reflected through its music.
MU.912.H.1.4:	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.2.1:	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.3:	Analyze the evolution of a music genre.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated.

## General Course Information and Notes

### GENERAL NOTES

This course explores one of the most revolutionary art forms in American culture known as Hip Hop. This course will focus on the diverse social, political, cultural and spiritual elements represented within the various genres of Hip Hop music through an analysis of song lyrics. Through this course, students will learn about the history of Hip Hop and examine the social, economic and political conditions that influenced its development and evolution. Students will have the opportunity to create their own artistic expressions by integrating their personal experiences and the content learned through the course.

At the conclusion of this course, students will have developed an understanding of the origins and intent of Hip Hop while appreciating it as an art form. Students will be able to identify and provide examples of literary devices. Students will also have had the opportunity to develop critical thinking, analytical and creative writing skills.

### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and



teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

**GENERAL INFORMATION**

**Course Number:** 2104315  
**Course Path:** **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Interdisciplinary and Applied Social Studies >  
**Abbreviated Title:** EXPLOR HIP HOP LIT  
**Number of Credits:** Half credit (.5)  
**Course Type:** Elective Course  
**Course Status:** State Board Approved  
**Course Length:** Semester (S)  
**Course Level:** 2

**Educator Certifications**

Social Science (Grades 6-12)
History (Grades 6-12)
English (Grades 6-12)

# Global Studies (#2104320) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.CG.4.1:	Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States. <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	Explain how the United States uses foreign policy to influence other nations. <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world. <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.

MA.K12.MTR.2.1:

- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, “Does this solution make sense? How do you know?”</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students’ ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Global Studies** - The grade 9-12 Global Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the commonalities and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world. Content should include, but is not limited to, global interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, and cultural diffusion, global economics, and human-environment interactions.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

<b>Course Number:</b> 2104320	<b>Course Path:</b> <b>Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Interdisciplinary and Applied Social Studies >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> GLOBAL STUDIES
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

History (Grades 6-12)
Sociology (Grades 6-12)
Political Science (Grades 6-12)



# Voluntary School/Community Service (#2104330) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.CG.2.2:	<p>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.2.12:	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>



**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1: In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1: **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1: **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Voluntary School/Community Service** - The grade **Voluntary School/Community Service** course consists of the following content area strands: World History, American History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the concept of service to society and the engagement in activities that benefit communities. Content should include, but is not limited to, the identification of school or community challenges and needs, options for responding to identified needs, and the development and implementation of a personal plan for providing school or community service.

**Special Note:** To receive credit for this course, documentation of at least 75 hours of school or community service must be provided.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

**Course Number:** 2104330

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Interdisciplinary and Applied Social Studies > **Abbreviated Title:** VOL SCH/COMMU SERV

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

History (Grades 6-12)

Sociology (Grades 6-12)

Political Science (Grades 6-12)

Social Science (Grades 6-12)

# Women's Studies (#2104340) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.4.8:	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9:	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.9:	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.7.3:	Examine the changing status of women in the United States from post-World War II to present.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.CG.4.1:	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.

SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.

- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### **Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

#### **Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### **Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

#### **Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### **Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

#### **Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### **Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

#### **Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think \_\_\_\_\_ because \_\_\_\_\_.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4:

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.



# General Course Information and Notes

## GENERAL NOTES

**Women's Studies** - The grade 9-12 Women's Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the historical development of women in various cultures, the role of women in shaping history, and of contemporary issues that impact the lives of women.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2104340

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses >

**Grade Group:** Grades 9 to 12 and Adult Education Courses >

**Subject:** Social Studies >

**SubSubject:** Interdisciplinary and Applied Social Studies >

**Abbreviated Title:** WOMEN'S STUDIES

**Course Length:** Semester (S)

**Course Level:** 2

### Educator Certifications

History (Grades 6-12)

Sociology (Grades 6-12)

Political Science (Grades 6-12)

Social Science (Grades 6-12)

# Engaged Citizenship through Service-Learning 1 (#2104350) 2023 - And

Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.3.12:	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.CG.2.2:	<p>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.2.12:	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>
	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p>

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### GENERAL NOTES

This course provides an introduction and opportunities for leadership in the areas of service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 30 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 30-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at [www.fldoe.org/family/learnservice.asp](http://www.fldoe.org/family/learnservice.asp).

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).

Provide documentation of activities and the minimum 30 hours of participation in one or more approved service-learning project.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 2104350

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Interdisciplinary and Applied Social Studies > **Abbreviated Title:** ENG CITIZ SERV LRNG1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

# Engaged Citizenship through Service-Learning 2 (#2104360) 2023 - And

Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.3.12:	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.CG.2.2:	<p>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.2.12:	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>
	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p>

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:



**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### GENERAL NOTES

This course provides applications and opportunities for leadership in the areas of service-learning, civic responsibility, and civic engagement. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 40 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 40-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at [www.fldoe.org/family/learnservice.asp](http://www.fldoe.org/family/learnservice.asp).

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Assess and evaluate impacts of their efforts, measuring outputs and impacts not only on the communities being served, but also on her/himself.

8. Provide documentation of activities and the minimum 40 hours of participation in one or more approved service-learning projects.

For this second-level high school course, the expectation is that students will not only engage in more service-learning hours and activities than students in the first level, but will also show higher levels of responsibility and leadership in project design and implementation. Additional roles can include helping other students or teachers with aspects of project design and implementation, and teaching/presenting to other groups inside and beyond the school about course-based projects.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 2104360

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 9 to 12 and Adult Education  
Courses > **Subject:** Social Studies >  
**SubSubject:** Interdisciplinary and Applied  
Social Studies >

**Abbreviated Title:** ENG CITIZ SERV  
LRNG2

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

# Multicultural Studies (#2104600) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.2.7:	Review the Native American experience.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.3.6:	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
SS.912.A.3.7:	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.3.11:	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
SS.912.A.3.12:	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.3.13:	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.4.1:	Analyze the major factors that drove United States imperialism.
SS.912.A.4.8:	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9:	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
SS.912.A.5.2:	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
SS.912.A.5.6:	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.8:	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
SS.912.A.5.9:	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.6.9:	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
SS.912.A.7.4:	Evaluate the success of 1960s era presidents' foreign and domestic policies.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.6:	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7:	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.A.7.8:	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

SS.912.A.7.13:	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
	Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
SS.912.CG.4.1:	<ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
	Explain how the United States uses foreign policy to influence other nations.
SS.912.CG.4.2:	<ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
SS.912.CG.4.3:	<ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
	<b>Actively participate in effortful learning both individually and collectively.</b>
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will

ELA.K12.EE.3.1:

	use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors.

## General Course Information and Notes

### GENERAL NOTES

**Multicultural Studies** - The grade 9-12 Multicultural Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION



**Course Number:** 2104600

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Multicultural Studies > **Abbreviated Title:** MULTICLTRL STUDIES

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

History (Grades 6-12)
Sociology (Grades 6-12)
Political Science (Grades 6-12)
Social Science (Grades 6-12)

# M/J World Cultures (#2105020) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.2.3:	Identify the characteristics of civilization.
SS.6.W.2.4:	Compare the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.2.5:	Summarize important achievements of Egyptian civilization.
SS.6.W.2.7:	Summarize the important achievements of Mesopotamian civilization.
SS.6.W.2.10:	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.2:	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
SS.6.W.3.5:	Summarize the important achievements and contributions of ancient Greek civilization.
SS.6.W.3.6:	Determine the impact of key figures from ancient Greece.
SS.6.W.3.7:	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
SS.6.W.3.10:	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.W.3.13:	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

SS.6.W.3.14:	Describe the key achievements and contributions of Roman civilization.
SS.6.W.3.17:	Explain the spread and influence of the Latin language on Western Civilization.
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
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SS.6.W.4.4:	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
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SS.6.W.4.11:	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
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**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.6.C.2.4:	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p>

## General Course Information and Notes

### GENERAL NOTES

**M/J World Cultures** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but is not limited to the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2105020

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** Multicultural Studies > **Abbreviated Title:** M/J WORLD CLTRS  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course      **Course Level:** 2  
**Course Status:** Course Approved  
**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
History (Grades 6-12)
Social Science (Grades 5-9)
Political Science (Grades 6-12)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)



# M/J World Cultures & Career Planning (#2105025) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
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- Choose a representation based on the given context or purpose.

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- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.6.C.2.4:	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p>

## General Course Information and Notes

### GENERAL NOTES

**M/J World Cultures** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but is not limited to the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

**Career and Education Planning Course Standards** – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### **Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## **GENERAL INFORMATION**

**Course Number:** 2105025

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 6 to 8 Education Courses >  
**Subject:** Social Studies > **SubSubject:**  
Multicultural Studies >

**Abbreviated Title:** M/J WORLD CLTRS

C/P

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Middle Grades Integrated Curriculum (Middle Grades 5-9)

History (Grades 6-12)

Social Science (Grades 5-9)

Political Science (Grades 6-12)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# M/J Advanced World Cultures (#2105030) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.2.3:	Identify the characteristics of civilization.
SS.6.W.2.4:	Compare the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.2.5:	Summarize important achievements of Egyptian civilization.
SS.6.W.2.6:	Determine the contributions of key figures from ancient Egypt.
SS.6.W.2.7:	Summarize the important achievements of Mesopotamian civilization.
SS.6.W.2.8:	Determine the impact of key figures from ancient Mesopotamian civilizations.
SS.6.W.2.10:	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.2:	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
SS.6.W.3.5:	Summarize the important achievements and contributions of ancient Greek civilization.
SS.6.W.3.6:	Determine the impact of key figures from ancient Greece.
SS.6.W.3.7:	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

SS.6.W.3.10:	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.W.3.13:	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
SS.6.W.3.14:	Describe the key achievements and contributions of Roman civilization.
SS.6.W.3.17:	Explain the spread and influence of the Latin language on Western Civilization.
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.2:	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4:	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
SS.6.W.4.5:	Summarize the important achievements and contributions of ancient Indian civilization.
SS.6.W.4.6:	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
SS.6.W.4.7:	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
SS.6.W.4.8:	Describe the contributions of classical and post classical China.
SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
SS.6.W.4.11:	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"



- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
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HE.6.C.2.4:	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p>

## General Course Information and Notes

## GENERAL NOTES

**M/J World Cultures** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but not be limited to the characteristics of a cultural group, the development of cultural societies, the impact of geography on cultural development, the evaluation of the interdependence between humans and the environment, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2105030

**Course Path:** **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** Multicultural Studies >

**Abbreviated Title:** M/J ADV WORLD CLTRS

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course      **Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
History (Grades 6-12)
Social Science (Grades 5-9)
Political Science (Grades 6-12)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# M/J International Baccalaureate MYP World Cultures & Career Planning (#2105040) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at:  
<http://www.ibo.org/en/programmes/>

### GENERAL INFORMATION

**Course Number:** 2105040

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** Multicultural Studies >

**Abbreviated Title:** M/J IB MYP WLDCLTRCP

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
History (Grades 6-12)
Social Science (Grades 5-9)
Political Science (Grades 6-12)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

# World Religions (#2105310) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.4:	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.8:	Identify important figures associated with the Crusades.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.1.1:	
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors.

## General Course Information and Notes

### GENERAL NOTES

**World Religions** - The grade 9-12 World Religions course consists of the following content area strands: World History, Geography and Humanities. The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism . Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.



4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**GENERAL INFORMATION**

<b>Course Number:</b> 2105310	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Philosophy and Religion > <b>Abbreviated Title:</b> WORLD RELIGIONS
<b>Number of Credits:</b> Half credit (.5)	<b>Course Length:</b> Semester (S)
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 2
<b>Course Status:</b> State Board Approved	
<b>Grade Level(s):</b> 9,10,11,12	

**Educator Certifications**

History (Grades 6-12)
Social Science (Grades 6-12)
Humanities (Elementary and Secondary Grades K-12)

# Philosophy (#2105340) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>Students will evaluate how the documents are connected to one another.</li> <li>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.3.1:	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> <li>Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).</li> <li>Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.</li> <li>Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of</li> </ul>

law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.

*Note: The benchmark above has been revised to meet HB 395.*

Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

SS.912.CG.3.11:

- Students will recognize landmark Supreme Court cases (e.g., *Marbury v. Madison*; *McCulloch v. Maryland*; *Dred Scott v. Sandford*; *Plessy v. Ferguson*; *Brown v. Board of Education*; *Gideon v. Wainwright*; *Miranda v. Arizona*; *Korematsu v. United States*; *Mapp v. Ohio*; *In re Gault*; *United States v. Nixon*; *Regents of the University of California v. Bakke*; *Hazelwood v. Kuhlmeier*; *District of Columbia v. Heller*).
- Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.
- Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

SS.912.G.2.1:

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2:

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3:

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.H.1.4:

Explain philosophical beliefs as they relate to works in the arts.

SS.912.H.2.3:

Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.H.3.1:

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.H.3.2:

Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

SS.912.W.1.1:

Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2:

Compare time measurement systems used by different cultures.

SS.912.W.1.3:

Interpret and evaluate primary and secondary sources.

SS.912.W.1.4:

Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5:

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6:

Evaluate the role of history in shaping identity and character.

SS.912.W.2.12:

Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

SS.912.W.2.13:

Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

SS.912.W.2.20:

Summarize the major cultural, economic, political, and religious developments in medieval Japan.

SS.912.W.2.22:

Describe Japan's cultural and economic relationship to China and Korea.

SS.912.W.3.1:

Discuss significant people and beliefs associated with Islam.

SS.912.W.3.2:

Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.3.4:

Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

SS.912.W.4.10:

Identify the major contributions of individuals associated with the Scientific Revolution.

SS.912.W.5.2:

Identify major causes of the Enlightenment.

SS.912.W.5.3:

Summarize the major ideas of Enlightenment philosophers.

SS.912.W.5.4:

Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

SS.912.W.5.5:

Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

SS.912.W.6.3:

Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

SS.912.W.6.4:

Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

SS.912.W.8.8:

Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

SS.912.W.8.9:

Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

SS.912.W.8.10:

Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.

SS.912.W.9.1:

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

SS.912.W.9.7:

Describe the impact of and global response to international terrorism.

**Actively participate in effortful learning both individually and collectively.**

MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>
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<b>Demonstrate understanding by representing problems in multiple ways.</b>	
MA.K12.MTR.2.1:	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>

<b>Complete tasks with mathematical fluency.</b>	
MA.K12.MTR.3.1:	<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>

<b>Engage in discussions that reflect on the mathematical thinking of self and others.</b>	
MA.K12.MTR.4.1:	<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly</li> </ul>

- efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors.

## General Course Information and Notes

### GENERAL NOTES

**Philosophy** - The grade 9-12 Philosophy course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the fundamental questions pertinent to all areas of human activity and inquiries. Content should include, but is not limited to, an introduction to classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and social, political and religious philosophies.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

## GENERAL INFORMATION

**Course Number:** 2105340

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Philosophy and Religion >

**Abbreviated Title:** PHILOS

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

History (Grades 6-12)

Humanities (Elementary and Secondary Grades K-12)

Social Science (Grades 6-12)

# Ethics (#2105350) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.6.11:	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
SS.912.CG.2.11:	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> <li>Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
SS.912.CG.2.12:	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> <li>Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> </ul>



	<ul style="list-style-type: none"> <li>Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.2:	
	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.CG.4.3:	
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

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Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
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- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
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**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

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6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

ELA.K12.EE.3.1:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer

	questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K.12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
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ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
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## General Course Information and Notes

### GENERAL NOTES

**Ethics** - The grade 9-12 Ethics course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the foundations of ethical thought and theories and the process of moral development. Content should include, but is not limited to, the sources of ethical beliefs and practices, traditional ethical theories, the strengths and weaknesses of the principal models of moral development, the typical fallacies in flawed moral arguments, the difference between an ethical choice and a legal decision, major ethical questions in American society such as public service, law, the workplace, bioethics, and new technologies, and current ethical issues in the local and national arena.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2105350

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Philosophy and Religion >

**Abbreviated Title:** ETHICS

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

### **Educator Certifications**

History (Grades 6-12)

Social Science (Grades 6-12)

Humanities (Elementary and Secondary Grades K-12)

# Philosophy Honors: Ethics (#2105355) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>• Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>• Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>• Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>• Students will evaluate how the documents are connected to one another.</li> <li>• Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>• Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>• Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>• Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>• Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.1:	<p>Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> <li>• Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>• Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>• Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>
SS.912.CG.2.2:	<p>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul>
	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting</li> </ul>

SS.912.CG.2.3:	<p>laws).</p> <ul style="list-style-type: none"> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.2.8:	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li> <li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li> </ul>
SS.912.CG.2.9:	<p>Explain the process and procedures of elections at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify the different primary formats and how political parties nominate candidates using primaries.</li> <li>• Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).</li> <li>• Students will explain the process by which candidates register to be part of state and national elections.</li> <li>• Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).</li> <li>• Students will evaluate the role of debates in elections.</li> </ul>
SS.912.CG.2.11:	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> <li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
SS.912.CG.2.12:	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> </ul>

- Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.
- Students will analyze public policy solutions related to local, state and national issues.

SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
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SS.912.CG.3.1:	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> <li>• Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).</li> <li>• Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.</li> <li>• Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation’s longevity and its ability to overcome challenges, and distinguish the United States’ constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.</li> </ul> <p><i>Note: The benchmark above has been revised to meet HB 395.</i></p>
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SS.912.CG.3.2:	<p>Explain how the U.S. Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</li> <li>• Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</li> </ul>
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SS.912.CG.3.6:	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul>
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SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
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SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>• Students will analyze how states have challenged the national government regarding states’ rights (e.g., Civil War, the</li> </ul>
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SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
SS.912.CG.4.1:	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.H.2.4:	Examine the effects that works in the arts have on groups, individuals, and cultures.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.9:	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.6:	Analyze the causes and effects of imperialism.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

#### Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

#### Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

#### Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

#### Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>            K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>            See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>            Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.7:	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p>

## General Course Information and Notes

### GENERAL NOTES

The learner, building on the foundations of Philosophy Honors as a prerequisite, will explore, understand, and apply the important ethical theories in philosophy to present day issues, and will focus on the ethical theories of the great thinkers, from the ancient era through the modern era, with the purpose of providing the students with the tools necessary to analyze, critique and evaluate current issues and to formulate a personal value system with which to evaluate any present day issue. Special emphasis will be on character education.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to

students a greater quantity of work.

### Special Notes: Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

<b>Course Number:</b> 2105355	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Philosophy and Religion > <b>Abbreviated Title:</b> PHILOS HON ETHICS
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

Social Science (Grades 6-12)
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# International Baccalaureate Philosophy 1 (#2105860) 2022 - And Beyond

(current)

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"><li>Analyze the problem in a way that makes sense given the task.</li><li>Ask questions that will help with solving the task.</li><li>Build perseverance by modifying methods as needed while solving a challenging task.</li><li>Stay engaged and maintain a positive mindset when working to solve tasks.</li><li>Help and support each other when attempting a new method or approach.</li></ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"><li>Cultivate a community of growth mindset learners.</li><li>Foster perseverance in students by choosing tasks that are challenging.</li><li>Develop students' ability to analyze and problem solve.</li><li>Recognize students' effort when solving challenging problems.</li></ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>Build understanding through modeling and using manipulatives.</li><li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li><li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li><li>Express connections between concepts and representations.</li><li>Choose a representation based on the given context or purpose.</li></ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>Help students make connections between concepts and representations.</li><li>Provide opportunities for students to use manipulatives when investigating concepts.</li><li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li><li>Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
MA.K12.MTR.3.1:	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"><li>Select efficient and appropriate methods for solving problems within the given context.</li><li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li><li>Complete tasks accurately and with confidence.</li><li>Adapt procedures to apply them to a new context.</li><li>Use feedback to improve efficiency when performing calculations.</li></ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"><li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li><li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li><li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>
	<p><b>Engage in discussions that reflect on the mathematical thinking of self and others.</b></p>

<p>MA.K12.MTR.4.1:</p>	<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
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<p><b>Use patterns and structure to help understand and connect mathematical concepts.</b></p>	
<p>MA.K12.MTR.5.1:</p>	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>

<p><b>Assess the reasonableness of solutions.</b></p>	
<p>MA.K12.MTR.6.1:</p>	<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>

<p><b>Apply mathematics to real-world contexts.</b></p>	
<p>MA.K12.MTR.7.1:</p>	<p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	<p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

**Course Number:** 2105860

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Philosophy and Religion >



**Number of Credits:** One (1) credit

**Abbreviated Title:** IB PHILOSOPHY 1

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

# International Baccalaureate Philosophy 2 (#2105870) 2014 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

**Course Number:** 2105870

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Philosophy and Religion > **Abbreviated Title:** IB PHILOSOPHY 2

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

# International Baccalaureate Philosophy 3 (#2105875) 2014 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

**Course Number:** 2105875

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Philosophy and Religion > **Abbreviated Title:** IB PHILOSOPHY 3

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

# International Baccalaureate World Religions 1 (#2105880) 2014 - And

Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 2105880	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Philosophy and Religion > <b>Abbreviated Title:</b> IB WORLD RELIGIONS 1
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)
Humanities (Elementary and Secondary Grades K-12)

# International Baccalaureate World Religions 2 (#2105890) 2014 - And

Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2105890

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Philosophy and Religion > **Abbreviated Title:** IB WORLD RELIGIONS 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

Humanities (Elementary and Secondary Grades K-12)

# M/J Civics (#2106010) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.7.CG.1.1:	<p>Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).</li> <li>• Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).</li> <li>• Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.</li> <li>• Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.</li> </ul>
SS.7.CG.1.2:	<p>Trace the principles underlying America's founding ideas on law and government.</p> <ul style="list-style-type: none"> <li>• Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).</li> <li>• Students will explain why religious liberty is a protected right.</li> </ul>
SS.7.CG.1.3:	<p>Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.</p> <ul style="list-style-type: none"> <li>• Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments) and Common Sense (representative self-government).</li> </ul>
SS.7.CG.1.4:	<p>Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.</p> <ul style="list-style-type: none"> <li>• Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.</li> <li>• Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.</li> <li>• Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.</li> </ul>
SS.7.CG.1.5:	<p>Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).</li> <li>• Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence.</li> </ul>
SS.7.CG.1.6:	<p>Analyze the ideas and grievances set forth in the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).</li> <li>• Students will explain the concept of natural rights as expressed in the Declaration of Independence.</li> <li>• Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.</li> <li>• Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.</li> </ul>

- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.
- Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).

SS.7.CG.1.7:	<p>Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).</li> </ul>
SS.7.CG.1.8:	<p>Explain the purpose of the Preamble to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).</li> <li>• Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).</li> <li>• Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.</li> </ul>
SS.7.CG.1.9:	<p>Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of limited government in the U.S. Constitution.</li> <li>• Students will describe and distinguish between separation of powers and checks and balances.</li> <li>• Students will analyze how government power is limited by separation of powers and/or checks and balances.</li> <li>• Students will recognize examples of separation of powers and checks and balances.</li> <li>• Students will recognize the influence of the U.S. Constitution on the development of other governments.</li> </ul>
SS.7.CG.1.10:	<p>Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.</li> <li>• Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.</li> </ul>
SS.7.CG.1.11:	<p>Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.</p> <ul style="list-style-type: none"> <li>• Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.</li> <li>• Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.</li> <li>• Students will analyze the meaning and importance of due process in the United States legal system.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).</li> </ul>
SS.7.CG.2.1:	<p>Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.</p> <ul style="list-style-type: none"> <li>• Students will define citizenship as stated in the 14th Amendment.</li> <li>• Students will explain the process of becoming a naturalized citizen.</li> <li>• Students will define permanent residency and explain its role in obtaining citizenship.</li> <li>• Students will examine the impact of the naturalization process on society, government and the political process.</li> </ul>
SS.7.CG.2.2:	<p>Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.</p> <ul style="list-style-type: none"> <li>• Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.</li> <li>• Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.</li> <li>• Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.</li> <li>• Students will use scenarios to assess specific obligations of citizens.</li> <li>• Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.</li> </ul>
	<p>Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.</li> <li>• Students will recognize the five freedoms protected by the First Amendment.</li> </ul>

SS.7.CG.2.3:	<ul style="list-style-type: none"> <li>• Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.</li> <li>• Students will use scenarios to identify rights protected by the Bill of Rights.</li> <li>• Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.</li> </ul>
SS.7.CG.2.4:	<p>Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.</p> <ul style="list-style-type: none"> <li>• Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).</li> <li>• Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).</li> <li>• Students will use scenarios to examine the impact of limiting individual rights.</li> <li>• Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.</li> </ul>
SS.7.CG.2.5:	<p>Describe the trial process and the role of juries in the administration of justice at the state and federal levels.</p> <ul style="list-style-type: none"> <li>• Students will examine the significance of juries in the American legal system.</li> <li>• Students will explain types of jury trials, how juries are selected and why jury trials are important.</li> </ul>
SS.7.CG.2.6:	<p>Examine the election and voting process at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain how elections and voting impact citizens at the local, state and national levels.</li> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.</li> </ul>
SS.7.CG.2.7:	<p>Identify the constitutional qualifications required to hold state and national office.</p> <ul style="list-style-type: none"> <li>• Students will recognize the qualifications to seek election to local and state political offices.</li> </ul>
SS.7.CG.2.8:	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <ul style="list-style-type: none"> <li>• Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).</li> <li>• Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).</li> <li>• Students will identify methods used by interest groups to monitor and influence government.</li> </ul>
SS.7.CG.2.9:	<p>Analyze media and political communications and identify examples of bias, symbolism and propaganda.</p> <ul style="list-style-type: none"> <li>• Students will use scenarios to identify bias, symbolism and propaganda.</li> <li>• Students will evaluate how bias, symbolism and propaganda can impact public opinion.</li> </ul>
SS.7.CG.2.10:	<p>Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.</p> <ul style="list-style-type: none"> <li>• Students will identify the appropriate level of government to resolve specific problems.</li> <li>• Students will identify appropriate government agencies to address local or state problems.</li> <li>• Students will analyze public policy alternatives to resolve local and state problems.</li> </ul>
SS.7.CG.3.1:	<p>Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).</li> <li>• Students will identify different forms of government based on their political philosophy or organizational structure.</li> <li>• Students will analyze scenarios describing various forms of government.</li> <li>• Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.</li> </ul>
SS.7.CG.3.2:	<p>Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of federal, confederal and unitary systems of government.</li> <li>• Students will compare the organizational structures of systems of government.</li> <li>• Students will recognize examples of these systems of government.</li> <li>• Students will analyze scenarios describing various systems of government.</li> </ul>
SS.7.CG.3.3:	<p>Describe the structure and function of the three branches of government established in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the structure of the legislative, executive and judicial branches.</li> <li>• Students will compare the roles and responsibilities of the three branches of the national government.</li> <li>• Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.</li> </ul>



SS.7.CG.3.4:	<p>Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.</p> <ul style="list-style-type: none"> <li>• Students will describe the system of federalism as established by the U.S. Constitution.</li> <li>• Students will analyze how federalism limits government power.</li> <li>• Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.</li> </ul>
SS.7.CG.3.5:	<p>Explain the amendment process outlined in Article V of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.</li> <li>• Students will identify the correct sequence of each amendment process.</li> <li>• Students will identify the importance of a formal amendment process.</li> <li>• Students will recognize the significance of the difficulty of amending the U.S. Constitution.</li> </ul>
SS.7.CG.3.6:	<p>Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.</p> <ul style="list-style-type: none"> <li>• Students will recognize how these amendments expanded civil rights to African Americans, women and young people.</li> <li>• Students will evaluate the impact these amendments have had on American society.</li> <li>• Students will examine how these amendments increased participation in the political process.</li> </ul>
SS.7.CG.3.7:	<p>Explain the structure, functions and processes of the legislative branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).</li> <li>• Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).</li> <li>• Students will compare and contrast the lawmaking process at the local, state and national levels.</li> </ul>
SS.7.CG.3.8:	<p>Explain the structure, functions and processes of the executive branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).</li> <li>• Students will compare and contrast executive authority at the local, state and national levels.</li> <li>• Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).</li> </ul>
SS.7.CG.3.9:	<p>Explain the structure, functions and processes of the judicial branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).</li> <li>• Students will distinguish between the structure, functions and powers of courts at the state and federal levels.</li> <li>• Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.</li> <li>• Students will compare the trial and appellate processes.</li> </ul>
SS.7.CG.3.10:	<p>Identify sources and types of law.</p> <ul style="list-style-type: none"> <li>• Students will explain how historical codes of law influenced the United States.</li> <li>• Students will recognize natural, constitutional, statutory, case and common law as sources of law.</li> <li>• Students will compare civil, criminal, constitutional and/or military types of law.</li> </ul>
SS.7.CG.3.11:	<p>Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).</li> <li>• Students will use primary sources to assess the significance of each U.S. Supreme Court case.</li> <li>• Students will evaluate the impact of each case on society.</li> <li>• Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.</li> </ul>
SS.7.CG.3.12:	<p>Compare the U.S. and Florida constitutions.</p> <ul style="list-style-type: none"> <li>• Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).</li> <li>• Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).</li> <li>• Students will compare the amendment process of the U.S. and Florida Constitutions.</li> <li>• Students will recognize the U.S. Constitution as the supreme law of the land.</li> </ul>
SS.7.CG.3.13:	<p>Explain government obligations to its citizens and the services provided at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will describe and classify specific services provided by local, state and national governments.</li> </ul>

- Students will compare the powers and obligations of local, state and national governments.

SS.7.CG.3.14:	<p>Explain the purpose and function of the Electoral College in electing the President of the United States.</p> <ul style="list-style-type: none"> <li>• Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.</li> </ul>
SS.7.CG.3.15:	<p>Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.</p> <ul style="list-style-type: none"> <li>• Students will evaluate various economic systems (e.g., capitalism, communism, socialism).</li> <li>• Students will compare the economic prosperity and opportunity of current nations.</li> </ul>
SS.7.CG.4.1:	<p>Explain the relationship between U.S. foreign and domestic policy.</p> <ul style="list-style-type: none"> <li>• Students will recognize the difference between domestic and foreign policy.</li> <li>• Students will identify issues that relate to U.S. domestic and foreign policy.</li> <li>• Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.</li> </ul>
SS.7.CG.4.2:	<p>Describe the United States’ and citizen participation in international organizations.</p> <ul style="list-style-type: none"> <li>• Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).</li> <li>• Students will discuss the advantages and disadvantages of U.S. membership in international organizations.</li> </ul>
SS.7.CG.4.3:	<p>Describe examples of the United States’ actions and reactions in international conflicts.</p> <ul style="list-style-type: none"> <li>• Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.</li> <li>• Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.</li> <li>• Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).</li> </ul>
SS.7.E.1.1:	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
SS.7.E.1.2:	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
SS.7.E.1.3:	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
SS.7.E.1.4:	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.5:	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
SS.7.E.1.6:	Compare the national budget process to the personal budget process.
SS.7.E.2.1:	Explain how federal, state, and local taxes support the economy as a function of the United States government.
SS.7.E.2.2:	Describe the banking system in the United States and its impact on the money supply.
SS.7.E.2.3:	Identify and describe United States laws and regulations adopted to promote economic competition.
SS.7.E.2.4:	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
SS.7.E.2.5:	Explain how economic institutions impact the national economy.
SS.7.E.3.1:	Explain how international trade requires a system for exchanging currency between and among nations.
SS.7.E.3.2:	Assess how the changing value of currency affects trade of goods and services between nations.
SS.7.E.3.3:	Compare and contrast a single resource economy with a diversified economy.
SS.7.E.3.4:	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
SS.7.G.1.1:	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
SS.7.G.1.2:	Locate on a world map the territories and protectorates of the United States of America.
SS.7.G.1.3:	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
SS.7.G.2.1:	Locate major cultural landmarks that are emblematic of the United States.
SS.7.G.2.2:	Locate major physical landmarks that are emblematic of the United States.
SS.7.G.2.3:	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
SS.7.G.2.4:	Describe current major cultural regions of North America.
SS.7.G.3.1:	Use maps to describe the location, abundance, and variety of natural resources in North America.
SS.7.G.4.1:	Use geographic terms and tools to explain cultural diffusion throughout North America.
SS.7.G.4.2:	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
SS.7.G.5.1:	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

SS.7.G.6.1:

Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information.

## General Course Information and Notes

### VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations’ governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

### GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

#### Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

## Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

## Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

## English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2106010

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:**

Political Sciences >

**Abbreviated Title:** M/J CIVICS

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Political Science (Grades 6-12)

Social Science (Grades 5-9)

History (Grades 6-12)

Social Science (Grades 6-12)

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

# M/J Civics (#2106015) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.7.CG.1.1:	<p>Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).</li> <li>• Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).</li> <li>• Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.</li> <li>• Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.</li> </ul>
SS.7.CG.1.2:	<p>Trace the principles underlying America's founding ideas on law and government.</p> <ul style="list-style-type: none"> <li>• Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).</li> <li>• Students will explain why religious liberty is a protected right.</li> </ul>
SS.7.CG.1.3:	<p>Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.</p> <ul style="list-style-type: none"> <li>• Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments) and Common Sense (representative self-government).</li> </ul>
SS.7.CG.1.4:	<p>Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.</p> <ul style="list-style-type: none"> <li>• Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.</li> <li>• Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.</li> <li>• Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.</li> </ul>
SS.7.CG.1.5:	<p>Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).</li> <li>• Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence.</li> </ul>
SS.7.CG.1.6:	<p>Analyze the ideas and grievances set forth in the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).</li> <li>• Students will explain the concept of natural rights as expressed in the Declaration of Independence.</li> <li>• Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.</li> <li>• Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.</li> </ul>

- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.
- Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).

SS.7.CG.1.7:	<p>Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).</li> </ul>
SS.7.CG.1.8:	<p>Explain the purpose of the Preamble to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).</li> <li>• Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).</li> <li>• Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.</li> </ul>
SS.7.CG.1.9:	<p>Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of limited government in the U.S. Constitution.</li> <li>• Students will describe and distinguish between separation of powers and checks and balances.</li> <li>• Students will analyze how government power is limited by separation of powers and/or checks and balances.</li> <li>• Students will recognize examples of separation of powers and checks and balances.</li> <li>• Students will recognize the influence of the U.S. Constitution on the development of other governments.</li> </ul>
SS.7.CG.1.10:	<p>Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.</li> <li>• Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.</li> </ul>
SS.7.CG.1.11:	<p>Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.</p> <ul style="list-style-type: none"> <li>• Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.</li> <li>• Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.</li> <li>• Students will analyze the meaning and importance of due process in the United States legal system.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).</li> </ul>
SS.7.CG.2.1:	<p>Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.</p> <ul style="list-style-type: none"> <li>• Students will define citizenship as stated in the 14th Amendment.</li> <li>• Students will explain the process of becoming a naturalized citizen.</li> <li>• Students will define permanent residency and explain its role in obtaining citizenship.</li> <li>• Students will examine the impact of the naturalization process on society, government and the political process.</li> </ul>
SS.7.CG.2.2:	<p>Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.</p> <ul style="list-style-type: none"> <li>• Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.</li> <li>• Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.</li> <li>• Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.</li> <li>• Students will use scenarios to assess specific obligations of citizens.</li> <li>• Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.</li> </ul>
	<p>Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.</li> <li>• Students will recognize the five freedoms protected by the First Amendment.</li> </ul>



SS.7.CG.2.3:	<ul style="list-style-type: none"> <li>• Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.</li> <li>• Students will use scenarios to identify rights protected by the Bill of Rights.</li> <li>• Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.</li> </ul>
SS.7.CG.2.4:	<p>Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.</p> <ul style="list-style-type: none"> <li>• Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).</li> <li>• Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).</li> <li>• Students will use scenarios to examine the impact of limiting individual rights.</li> <li>• Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.</li> </ul>
SS.7.CG.2.5:	<p>Describe the trial process and the role of juries in the administration of justice at the state and federal levels.</p> <ul style="list-style-type: none"> <li>• Students will examine the significance of juries in the American legal system.</li> <li>• Students will explain types of jury trials, how juries are selected and why jury trials are important.</li> </ul>
SS.7.CG.2.6:	<p>Examine the election and voting process at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain how elections and voting impact citizens at the local, state and national levels.</li> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.</li> </ul>
SS.7.CG.2.7:	<p>Identify the constitutional qualifications required to hold state and national office.</p> <ul style="list-style-type: none"> <li>• Students will recognize the qualifications to seek election to local and state political offices.</li> </ul>
SS.7.CG.2.8:	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <ul style="list-style-type: none"> <li>• Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).</li> <li>• Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).</li> <li>• Students will identify methods used by interest groups to monitor and influence government.</li> </ul>
SS.7.CG.2.9:	<p>Analyze media and political communications and identify examples of bias, symbolism and propaganda.</p> <ul style="list-style-type: none"> <li>• Students will use scenarios to identify bias, symbolism and propaganda.</li> <li>• Students will evaluate how bias, symbolism and propaganda can impact public opinion.</li> </ul>
SS.7.CG.2.10:	<p>Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.</p> <ul style="list-style-type: none"> <li>• Students will identify the appropriate level of government to resolve specific problems.</li> <li>• Students will identify appropriate government agencies to address local or state problems.</li> <li>• Students will analyze public policy alternatives to resolve local and state problems.</li> </ul>
SS.7.CG.3.1:	<p>Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).</li> <li>• Students will identify different forms of government based on their political philosophy or organizational structure.</li> <li>• Students will analyze scenarios describing various forms of government.</li> <li>• Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.</li> </ul>
SS.7.CG.3.2:	<p>Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of federal, confederal and unitary systems of government.</li> <li>• Students will compare the organizational structures of systems of government.</li> <li>• Students will recognize examples of these systems of government.</li> <li>• Students will analyze scenarios describing various systems of government.</li> </ul>
SS.7.CG.3.3:	<p>Describe the structure and function of the three branches of government established in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the structure of the legislative, executive and judicial branches.</li> <li>• Students will compare the roles and responsibilities of the three branches of the national government.</li> <li>• Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.</li> </ul>

SS.7.CG.3.4:	<p>Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.</p> <ul style="list-style-type: none"> <li>• Students will describe the system of federalism as established by the U.S. Constitution.</li> <li>• Students will analyze how federalism limits government power.</li> <li>• Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.</li> </ul>
SS.7.CG.3.5:	<p>Explain the amendment process outlined in Article V of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.</li> <li>• Students will identify the correct sequence of each amendment process.</li> <li>• Students will identify the importance of a formal amendment process.</li> <li>• Students will recognize the significance of the difficulty of amending the U.S. Constitution.</li> </ul>
SS.7.CG.3.6:	<p>Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.</p> <ul style="list-style-type: none"> <li>• Students will recognize how these amendments expanded civil rights to African Americans, women and young people.</li> <li>• Students will evaluate the impact these amendments have had on American society.</li> <li>• Students will examine how these amendments increased participation in the political process.</li> </ul>
SS.7.CG.3.7:	<p>Explain the structure, functions and processes of the legislative branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).</li> <li>• Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).</li> <li>• Students will compare and contrast the lawmaking process at the local, state and national levels.</li> </ul>
SS.7.CG.3.8:	<p>Explain the structure, functions and processes of the executive branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).</li> <li>• Students will compare and contrast executive authority at the local, state and national levels.</li> <li>• Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).</li> </ul>
SS.7.CG.3.9:	<p>Explain the structure, functions and processes of the judicial branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).</li> <li>• Students will distinguish between the structure, functions and powers of courts at the state and federal levels.</li> <li>• Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.</li> <li>• Students will compare the trial and appellate processes.</li> </ul>
SS.7.CG.3.10:	<p>Identify sources and types of law.</p> <ul style="list-style-type: none"> <li>• Students will explain how historical codes of law influenced the United States.</li> <li>• Students will recognize natural, constitutional, statutory, case and common law as sources of law.</li> <li>• Students will compare civil, criminal, constitutional and/or military types of law.</li> </ul>
SS.7.CG.3.11:	<p>Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).</li> <li>• Students will use primary sources to assess the significance of each U.S. Supreme Court case.</li> <li>• Students will evaluate the impact of each case on society.</li> <li>• Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.</li> </ul>
SS.7.CG.3.12:	<p>Compare the U.S. and Florida constitutions.</p> <ul style="list-style-type: none"> <li>• Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).</li> <li>• Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).</li> <li>• Students will compare the amendment process of the U.S. and Florida Constitutions.</li> <li>• Students will recognize the U.S. Constitution as the supreme law of the land.</li> </ul>
SS.7.CG.3.13:	<p>Explain government obligations to its citizens and the services provided at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will describe and classify specific services provided by local, state and national governments.</li> </ul>

- Students will compare the powers and obligations of local, state and national governments.

SS.7.CG.3.14:	<p>Explain the purpose and function of the Electoral College in electing the President of the United States.</p> <ul style="list-style-type: none"> <li>• Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.</li> </ul>
SS.7.CG.3.15:	<p>Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.</p> <ul style="list-style-type: none"> <li>• Students will evaluate various economic systems (e.g., capitalism, communism, socialism).</li> <li>• Students will compare the economic prosperity and opportunity of current nations.</li> </ul>
SS.7.CG.4.1:	<p>Explain the relationship between U.S. foreign and domestic policy.</p> <ul style="list-style-type: none"> <li>• Students will recognize the difference between domestic and foreign policy.</li> <li>• Students will identify issues that relate to U.S. domestic and foreign policy.</li> <li>• Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.</li> </ul>
SS.7.CG.4.2:	<p>Describe the United States’ and citizen participation in international organizations.</p> <ul style="list-style-type: none"> <li>• Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).</li> <li>• Students will discuss the advantages and disadvantages of U.S. membership in international organizations.</li> </ul>
SS.7.CG.4.3:	<p>Describe examples of the United States’ actions and reactions in international conflicts.</p> <ul style="list-style-type: none"> <li>• Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.</li> <li>• Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.</li> <li>• Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).</li> </ul>

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

ELD.K12.ELL.SS.1:

Articulate a position on a health-related issue and support it with accurate health information.

HE.7.P.8.2:

## General Course Information and Notes

### VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

## GENERAL NOTES

The primary content for this half -year course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

### Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2106015

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** M/J CIVICS

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): 6,7,8

**Educator Certifications**

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Political Science (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

History (Grades 6-12)

# M/J Civics & Career Planning (#2106016) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.7.CG.1.1:	<p>Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).</li> <li>Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).</li> <li>Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.</li> <li>Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.</li> </ul>
SS.7.CG.1.2:	<p>Trace the principles underlying America's founding ideas on law and government.</p> <ul style="list-style-type: none"> <li>Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).</li> <li>Students will explain why religious liberty is a protected right.</li> </ul>
SS.7.CG.1.3:	<p>Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.</p> <ul style="list-style-type: none"> <li>Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments) and Common Sense (representative self-government).</li> </ul>
SS.7.CG.1.4:	<p>Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.</p> <ul style="list-style-type: none"> <li>Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.</li> <li>Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.</li> <li>Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.</li> </ul>
SS.7.CG.1.5:	<p>Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).</li> <li>Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence.</li> </ul>
SS.7.CG.1.6:	<p>Analyze the ideas and grievances set forth in the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).</li> <li>Students will explain the concept of natural rights as expressed in the Declaration of Independence.</li> <li>Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.</li> <li>Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.</li> </ul>



- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.
- Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).

SS.7.CG.1.7:	<p>Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).</li> </ul>
SS.7.CG.1.8:	<p>Explain the purpose of the Preamble to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).</li> <li>• Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).</li> <li>• Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.</li> </ul>
SS.7.CG.1.9:	<p>Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of limited government in the U.S. Constitution.</li> <li>• Students will describe and distinguish between separation of powers and checks and balances.</li> <li>• Students will analyze how government power is limited by separation of powers and/or checks and balances.</li> <li>• Students will recognize examples of separation of powers and checks and balances.</li> <li>• Students will recognize the influence of the U.S. Constitution on the development of other governments.</li> </ul>
SS.7.CG.1.10:	<p>Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.</li> <li>• Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.</li> </ul>
SS.7.CG.1.11:	<p>Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.</p> <ul style="list-style-type: none"> <li>• Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.</li> <li>• Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.</li> <li>• Students will analyze the meaning and importance of due process in the United States legal system.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).</li> </ul>
SS.7.CG.2.1:	<p>Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.</p> <ul style="list-style-type: none"> <li>• Students will define citizenship as stated in the 14th Amendment.</li> <li>• Students will explain the process of becoming a naturalized citizen.</li> <li>• Students will define permanent residency and explain its role in obtaining citizenship.</li> <li>• Students will examine the impact of the naturalization process on society, government and the political process.</li> </ul>
SS.7.CG.2.2:	<p>Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.</p> <ul style="list-style-type: none"> <li>• Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.</li> <li>• Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.</li> <li>• Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.</li> <li>• Students will use scenarios to assess specific obligations of citizens.</li> <li>• Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.</li> </ul>
	<p>Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.</li> <li>• Students will recognize the five freedoms protected by the First Amendment.</li> </ul>

SS.7.CG.2.3:	<ul style="list-style-type: none"> <li>• Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.</li> <li>• Students will use scenarios to identify rights protected by the Bill of Rights.</li> <li>• Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.</li> </ul>
SS.7.CG.2.4:	<p>Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.</p> <ul style="list-style-type: none"> <li>• Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).</li> <li>• Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).</li> <li>• Students will use scenarios to examine the impact of limiting individual rights.</li> <li>• Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.</li> </ul>
SS.7.CG.2.5:	<p>Describe the trial process and the role of juries in the administration of justice at the state and federal levels.</p> <ul style="list-style-type: none"> <li>• Students will examine the significance of juries in the American legal system.</li> <li>• Students will explain types of jury trials, how juries are selected and why jury trials are important.</li> </ul>
SS.7.CG.2.6:	<p>Examine the election and voting process at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain how elections and voting impact citizens at the local, state and national levels.</li> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.</li> </ul>
SS.7.CG.2.7:	<p>Identify the constitutional qualifications required to hold state and national office.</p> <ul style="list-style-type: none"> <li>• Students will recognize the qualifications to seek election to local and state political offices.</li> </ul>
SS.7.CG.2.8:	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <ul style="list-style-type: none"> <li>• Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).</li> <li>• Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).</li> <li>• Students will identify methods used by interest groups to monitor and influence government.</li> </ul>
SS.7.CG.2.9:	<p>Analyze media and political communications and identify examples of bias, symbolism and propaganda.</p> <ul style="list-style-type: none"> <li>• Students will use scenarios to identify bias, symbolism and propaganda.</li> <li>• Students will evaluate how bias, symbolism and propaganda can impact public opinion.</li> </ul>
SS.7.CG.2.10:	<p>Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.</p> <ul style="list-style-type: none"> <li>• Students will identify the appropriate level of government to resolve specific problems.</li> <li>• Students will identify appropriate government agencies to address local or state problems.</li> <li>• Students will analyze public policy alternatives to resolve local and state problems.</li> </ul>
SS.7.CG.3.1:	<p>Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).</li> <li>• Students will identify different forms of government based on their political philosophy or organizational structure.</li> <li>• Students will analyze scenarios describing various forms of government.</li> <li>• Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.</li> </ul>
SS.7.CG.3.2:	<p>Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of federal, confederal and unitary systems of government.</li> <li>• Students will compare the organizational structures of systems of government.</li> <li>• Students will recognize examples of these systems of government.</li> <li>• Students will analyze scenarios describing various systems of government.</li> </ul>
SS.7.CG.3.3:	<p>Describe the structure and function of the three branches of government established in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the structure of the legislative, executive and judicial branches.</li> <li>• Students will compare the roles and responsibilities of the three branches of the national government.</li> <li>• Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.</li> </ul>

SS.7.CG.3.4:	<p>Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.</p> <ul style="list-style-type: none"> <li>• Students will describe the system of federalism as established by the U.S. Constitution.</li> <li>• Students will analyze how federalism limits government power.</li> <li>• Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.</li> </ul>
SS.7.CG.3.5:	<p>Explain the amendment process outlined in Article V of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.</li> <li>• Students will identify the correct sequence of each amendment process.</li> <li>• Students will identify the importance of a formal amendment process.</li> <li>• Students will recognize the significance of the difficulty of amending the U.S. Constitution.</li> </ul>
SS.7.CG.3.6:	<p>Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.</p> <ul style="list-style-type: none"> <li>• Students will recognize how these amendments expanded civil rights to African Americans, women and young people.</li> <li>• Students will evaluate the impact these amendments have had on American society.</li> <li>• Students will examine how these amendments increased participation in the political process.</li> </ul>
SS.7.CG.3.7:	<p>Explain the structure, functions and processes of the legislative branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).</li> <li>• Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).</li> <li>• Students will compare and contrast the lawmaking process at the local, state and national levels.</li> </ul>
SS.7.CG.3.8:	<p>Explain the structure, functions and processes of the executive branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).</li> <li>• Students will compare and contrast executive authority at the local, state and national levels.</li> <li>• Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).</li> </ul>
SS.7.CG.3.9:	<p>Explain the structure, functions and processes of the judicial branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).</li> <li>• Students will distinguish between the structure, functions and powers of courts at the state and federal levels.</li> <li>• Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.</li> <li>• Students will compare the trial and appellate processes.</li> </ul>
SS.7.CG.3.10:	<p>Identify sources and types of law.</p> <ul style="list-style-type: none"> <li>• Students will explain how historical codes of law influenced the United States.</li> <li>• Students will recognize natural, constitutional, statutory, case and common law as sources of law.</li> <li>• Students will compare civil, criminal, constitutional and/or military types of law.</li> </ul>
SS.7.CG.3.11:	<p>Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).</li> <li>• Students will use primary sources to assess the significance of each U.S. Supreme Court case.</li> <li>• Students will evaluate the impact of each case on society.</li> <li>• Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.</li> </ul>
SS.7.CG.3.12:	<p>Compare the U.S. and Florida constitutions.</p> <ul style="list-style-type: none"> <li>• Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).</li> <li>• Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).</li> <li>• Students will compare the amendment process of the U.S. and Florida Constitutions.</li> <li>• Students will recognize the U.S. Constitution as the supreme law of the land.</li> </ul>
SS.7.CG.3.13:	<p>Explain government obligations to its citizens and the services provided at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will describe and classify specific services provided by local, state and national governments.</li> </ul>

- Students will compare the powers and obligations of local, state and national governments.

SS.7.CG.3.14:	<p>Explain the purpose and function of the Electoral College in electing the President of the United States.</p> <ul style="list-style-type: none"> <li>• Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.</li> </ul>
SS.7.CG.3.15:	<p>Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.</p> <ul style="list-style-type: none"> <li>• Students will evaluate various economic systems (e.g., capitalism, communism, socialism).</li> <li>• Students will compare the economic prosperity and opportunity of current nations.</li> </ul>
SS.7.CG.4.1:	<p>Explain the relationship between U.S. foreign and domestic policy.</p> <ul style="list-style-type: none"> <li>• Students will recognize the difference between domestic and foreign policy.</li> <li>• Students will identify issues that relate to U.S. domestic and foreign policy.</li> <li>• Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.</li> </ul>
SS.7.CG.4.2:	<p>Describe the United States’ and citizen participation in international organizations.</p> <ul style="list-style-type: none"> <li>• Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).</li> <li>• Students will discuss the advantages and disadvantages of U.S. membership in international organizations.</li> </ul>
SS.7.CG.4.3:	<p>Describe examples of the United States’ actions and reactions in international conflicts.</p> <ul style="list-style-type: none"> <li>• Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.</li> <li>• Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.</li> <li>• Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).</li> </ul>
SS.7.E.1.1:	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
SS.7.E.1.2:	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
SS.7.E.1.3:	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
SS.7.E.1.4:	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.5:	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
SS.7.E.1.6:	Compare the national budget process to the personal budget process.
SS.7.E.2.1:	Explain how federal, state, and local taxes support the economy as a function of the United States government.
SS.7.E.2.2:	Describe the banking system in the United States and its impact on the money supply.
SS.7.E.2.3:	Identify and describe United States laws and regulations adopted to promote economic competition.
SS.7.E.2.4:	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
SS.7.E.2.5:	Explain how economic institutions impact the national economy.
SS.7.E.3.1:	Explain how international trade requires a system for exchanging currency between and among nations.
SS.7.E.3.2:	Assess how the changing value of currency affects trade of goods and services between nations.
SS.7.E.3.3:	Compare and contrast a single resource economy with a diversified economy.
SS.7.E.3.4:	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
SS.7.G.1.1:	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
SS.7.G.1.2:	Locate on a world map the territories and protectorates of the United States of America.
SS.7.G.1.3:	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
SS.7.G.2.1:	Locate major cultural landmarks that are emblematic of the United States.
SS.7.G.2.2:	Locate major physical landmarks that are emblematic of the United States.
SS.7.G.2.3:	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
SS.7.G.2.4:	Describe current major cultural regions of North America.
SS.7.G.3.1:	Use maps to describe the location, abundance, and variety of natural resources in North America.
SS.7.G.4.1:	Use geographic terms and tools to explain cultural diffusion throughout North America.
SS.7.G.4.2:	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
SS.7.G.5.1:	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

SS.7.G.6.1:

Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information.

## General Course Information and Notes

### VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations’ governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

### GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

**Career and Education Planning Course Standards** – Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Special Notes:**

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

**Course Number:** 2106016

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:**

Political Sciences >

**Abbreviated Title:** M/J CIVICS & CAR PL

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8



**Educator Certifications**

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Political Science (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

History (Grades 6-12)

# M/J Civics, Advanced (#2106020) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.7.CG.1.1:	<p>Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).</li> <li>• Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).</li> <li>• Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.</li> <li>• Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.</li> </ul>
SS.7.CG.1.2:	<p>Trace the principles underlying America's founding ideas on law and government.</p> <ul style="list-style-type: none"> <li>• Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).</li> <li>• Students will explain why religious liberty is a protected right.</li> </ul>
SS.7.CG.1.3:	<p>Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.</p> <ul style="list-style-type: none"> <li>• Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments) and Common Sense (representative self-government).</li> </ul>
SS.7.CG.1.4:	<p>Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.</p> <ul style="list-style-type: none"> <li>• Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.</li> <li>• Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.</li> <li>• Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.</li> </ul>
SS.7.CG.1.5:	<p>Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).</li> <li>• Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence.</li> </ul>
SS.7.CG.1.6:	<p>Analyze the ideas and grievances set forth in the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).</li> <li>• Students will explain the concept of natural rights as expressed in the Declaration of Independence.</li> <li>• Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.</li> <li>• Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.</li> </ul>

- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.
- Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).

SS.7.CG.1.7:	<p>Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).</li> </ul>
SS.7.CG.1.8:	<p>Explain the purpose of the Preamble to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).</li> <li>• Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).</li> <li>• Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.</li> </ul>
SS.7.CG.1.9:	<p>Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of limited government in the U.S. Constitution.</li> <li>• Students will describe and distinguish between separation of powers and checks and balances.</li> <li>• Students will analyze how government power is limited by separation of powers and/or checks and balances.</li> <li>• Students will recognize examples of separation of powers and checks and balances.</li> <li>• Students will recognize the influence of the U.S. Constitution on the development of other governments.</li> </ul>
SS.7.CG.1.10:	<p>Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.</li> <li>• Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.</li> </ul>
SS.7.CG.1.11:	<p>Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.</p> <ul style="list-style-type: none"> <li>• Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.</li> <li>• Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.</li> <li>• Students will analyze the meaning and importance of due process in the United States legal system.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).</li> </ul>
SS.7.CG.2.1:	<p>Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.</p> <ul style="list-style-type: none"> <li>• Students will define citizenship as stated in the 14th Amendment.</li> <li>• Students will explain the process of becoming a naturalized citizen.</li> <li>• Students will define permanent residency and explain its role in obtaining citizenship.</li> <li>• Students will examine the impact of the naturalization process on society, government and the political process.</li> </ul>
SS.7.CG.2.2:	<p>Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.</p> <ul style="list-style-type: none"> <li>• Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.</li> <li>• Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.</li> <li>• Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.</li> <li>• Students will use scenarios to assess specific obligations of citizens.</li> <li>• Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.</li> </ul>
	<p>Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.</li> <li>• Students will recognize the five freedoms protected by the First Amendment.</li> </ul>

SS.7.CG.2.3:	<ul style="list-style-type: none"> <li>• Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.</li> <li>• Students will use scenarios to identify rights protected by the Bill of Rights.</li> <li>• Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.</li> </ul>
SS.7.CG.2.4:	<p>Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.</p> <ul style="list-style-type: none"> <li>• Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).</li> <li>• Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).</li> <li>• Students will use scenarios to examine the impact of limiting individual rights.</li> <li>• Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.</li> </ul>
SS.7.CG.2.5:	<p>Describe the trial process and the role of juries in the administration of justice at the state and federal levels.</p> <ul style="list-style-type: none"> <li>• Students will examine the significance of juries in the American legal system.</li> <li>• Students will explain types of jury trials, how juries are selected and why jury trials are important.</li> </ul>
SS.7.CG.2.6:	<p>Examine the election and voting process at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain how elections and voting impact citizens at the local, state and national levels.</li> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.</li> </ul>
SS.7.CG.2.7:	<p>Identify the constitutional qualifications required to hold state and national office.</p> <ul style="list-style-type: none"> <li>• Students will recognize the qualifications to seek election to local and state political offices.</li> </ul>
SS.7.CG.2.8:	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <ul style="list-style-type: none"> <li>• Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).</li> <li>• Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).</li> <li>• Students will identify methods used by interest groups to monitor and influence government.</li> </ul>
SS.7.CG.2.9:	<p>Analyze media and political communications and identify examples of bias, symbolism and propaganda.</p> <ul style="list-style-type: none"> <li>• Students will use scenarios to identify bias, symbolism and propaganda.</li> <li>• Students will evaluate how bias, symbolism and propaganda can impact public opinion.</li> </ul>
SS.7.CG.2.10:	<p>Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.</p> <ul style="list-style-type: none"> <li>• Students will identify the appropriate level of government to resolve specific problems.</li> <li>• Students will identify appropriate government agencies to address local or state problems.</li> <li>• Students will analyze public policy alternatives to resolve local and state problems.</li> </ul>
SS.7.CG.3.1:	<p>Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).</li> <li>• Students will identify different forms of government based on their political philosophy or organizational structure.</li> <li>• Students will analyze scenarios describing various forms of government.</li> <li>• Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.</li> </ul>
SS.7.CG.3.2:	<p>Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of federal, confederal and unitary systems of government.</li> <li>• Students will compare the organizational structures of systems of government.</li> <li>• Students will recognize examples of these systems of government.</li> <li>• Students will analyze scenarios describing various systems of government.</li> </ul>
SS.7.CG.3.3:	<p>Describe the structure and function of the three branches of government established in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the structure of the legislative, executive and judicial branches.</li> <li>• Students will compare the roles and responsibilities of the three branches of the national government.</li> <li>• Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.</li> </ul>

SS.7.CG.3.4:	<p>Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.</p> <ul style="list-style-type: none"> <li>• Students will describe the system of federalism as established by the U.S. Constitution.</li> <li>• Students will analyze how federalism limits government power.</li> <li>• Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.</li> </ul>
SS.7.CG.3.5:	<p>Explain the amendment process outlined in Article V of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.</li> <li>• Students will identify the correct sequence of each amendment process.</li> <li>• Students will identify the importance of a formal amendment process.</li> <li>• Students will recognize the significance of the difficulty of amending the U.S. Constitution.</li> </ul>
SS.7.CG.3.6:	<p>Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.</p> <ul style="list-style-type: none"> <li>• Students will recognize how these amendments expanded civil rights to African Americans, women and young people.</li> <li>• Students will evaluate the impact these amendments have had on American society.</li> <li>• Students will examine how these amendments increased participation in the political process.</li> </ul>
SS.7.CG.3.7:	<p>Explain the structure, functions and processes of the legislative branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).</li> <li>• Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).</li> <li>• Students will compare and contrast the lawmaking process at the local, state and national levels.</li> </ul>
SS.7.CG.3.8:	<p>Explain the structure, functions and processes of the executive branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).</li> <li>• Students will compare and contrast executive authority at the local, state and national levels.</li> <li>• Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).</li> </ul>
SS.7.CG.3.9:	<p>Explain the structure, functions and processes of the judicial branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).</li> <li>• Students will distinguish between the structure, functions and powers of courts at the state and federal levels.</li> <li>• Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.</li> <li>• Students will compare the trial and appellate processes.</li> </ul>
SS.7.CG.3.10:	<p>Identify sources and types of law.</p> <ul style="list-style-type: none"> <li>• Students will explain how historical codes of law influenced the United States.</li> <li>• Students will recognize natural, constitutional, statutory, case and common law as sources of law.</li> <li>• Students will compare civil, criminal, constitutional and/or military types of law.</li> </ul>
SS.7.CG.3.11:	<p>Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).</li> <li>• Students will use primary sources to assess the significance of each U.S. Supreme Court case.</li> <li>• Students will evaluate the impact of each case on society.</li> <li>• Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.</li> </ul>
SS.7.CG.3.12:	<p>Compare the U.S. and Florida constitutions.</p> <ul style="list-style-type: none"> <li>• Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).</li> <li>• Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).</li> <li>• Students will compare the amendment process of the U.S. and Florida Constitutions.</li> <li>• Students will recognize the U.S. Constitution as the supreme law of the land.</li> </ul>
SS.7.CG.3.13:	<p>Explain government obligations to its citizens and the services provided at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will describe and classify specific services provided by local, state and national governments.</li> </ul>

- Students will compare the powers and obligations of local, state and national governments.

SS.7.CG.3.14:	<p>Explain the purpose and function of the Electoral College in electing the President of the United States.</p> <ul style="list-style-type: none"> <li>• Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.</li> </ul>
SS.7.CG.3.15:	<p>Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.</p> <ul style="list-style-type: none"> <li>• Students will evaluate various economic systems (e.g., capitalism, communism, socialism).</li> <li>• Students will compare the economic prosperity and opportunity of current nations.</li> </ul>
SS.7.CG.4.1:	<p>Explain the relationship between U.S. foreign and domestic policy.</p> <ul style="list-style-type: none"> <li>• Students will recognize the difference between domestic and foreign policy.</li> <li>• Students will identify issues that relate to U.S. domestic and foreign policy.</li> <li>• Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.</li> </ul>
SS.7.CG.4.2:	<p>Describe the United States’ and citizen participation in international organizations.</p> <ul style="list-style-type: none"> <li>• Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).</li> <li>• Students will discuss the advantages and disadvantages of U.S. membership in international organizations.</li> </ul>
SS.7.CG.4.3:	<p>Describe examples of the United States’ actions and reactions in international conflicts.</p> <ul style="list-style-type: none"> <li>• Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.</li> <li>• Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.</li> <li>• Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).</li> </ul>
SS.7.E.1.1:	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
SS.7.E.1.2:	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
SS.7.E.1.3:	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
SS.7.E.1.4:	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.5:	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
SS.7.E.1.6:	Compare the national budget process to the personal budget process.
SS.7.E.2.1:	Explain how federal, state, and local taxes support the economy as a function of the United States government.
SS.7.E.2.2:	Describe the banking system in the United States and its impact on the money supply.
SS.7.E.2.3:	Identify and describe United States laws and regulations adopted to promote economic competition.
SS.7.E.2.4:	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
SS.7.E.2.5:	Explain how economic institutions impact the national economy.
SS.7.E.3.1:	Explain how international trade requires a system for exchanging currency between and among nations.
SS.7.E.3.2:	Assess how the changing value of currency affects trade of goods and services between nations.
SS.7.E.3.3:	Compare and contrast a single resource economy with a diversified economy.
SS.7.E.3.4:	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
SS.7.G.1.1:	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
SS.7.G.1.2:	Locate on a world map the territories and protectorates of the United States of America.
SS.7.G.1.3:	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
SS.7.G.2.1:	Locate major cultural landmarks that are emblematic of the United States.
SS.7.G.2.2:	Locate major physical landmarks that are emblematic of the United States.
SS.7.G.2.3:	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
SS.7.G.2.4:	Describe current major cultural regions of North America.
SS.7.G.3.1:	Use maps to describe the location, abundance, and variety of natural resources in North America.
SS.7.G.4.1:	Use geographic terms and tools to explain cultural diffusion throughout North America.
SS.7.G.4.2:	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
SS.7.G.5.1:	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

SS.7.G.6.1:

Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.



6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information.

## General Course Information and Notes

### VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations’ governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

### GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society

- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2106020

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** M/J CIVICS ADV

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
Political Science (Grades 6-12)
Social Science (Grades 5-9)
History (Grades 6-12)
Social Science (Grades 6-12)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)

# M/J Civics, Advanced (#2106025) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.7.CG.1.1:	<p>Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).</li> <li>• Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).</li> <li>• Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.</li> <li>• Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.</li> </ul>
SS.7.CG.1.2:	<p>Trace the principles underlying America's founding ideas on law and government.</p> <ul style="list-style-type: none"> <li>• Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).</li> <li>• Students will explain why religious liberty is a protected right.</li> </ul>
SS.7.CG.1.3:	<p>Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.</p> <ul style="list-style-type: none"> <li>• Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments) and Common Sense (representative self-government).</li> </ul>
SS.7.CG.1.4:	<p>Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.</p> <ul style="list-style-type: none"> <li>• Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.</li> <li>• Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.</li> <li>• Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.</li> </ul>
SS.7.CG.1.5:	<p>Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).</li> <li>• Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence.</li> </ul>
SS.7.CG.1.6:	<p>Analyze the ideas and grievances set forth in the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).</li> <li>• Students will explain the concept of natural rights as expressed in the Declaration of Independence.</li> <li>• Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.</li> <li>• Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.</li> </ul>

- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.
- Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).

SS.7.CG.1.7:	<p>Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).</li> </ul>
SS.7.CG.1.8:	<p>Explain the purpose of the Preamble to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).</li> <li>• Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).</li> <li>• Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.</li> </ul>
SS.7.CG.1.9:	<p>Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of limited government in the U.S. Constitution.</li> <li>• Students will describe and distinguish between separation of powers and checks and balances.</li> <li>• Students will analyze how government power is limited by separation of powers and/or checks and balances.</li> <li>• Students will recognize examples of separation of powers and checks and balances.</li> <li>• Students will recognize the influence of the U.S. Constitution on the development of other governments.</li> </ul>
SS.7.CG.1.10:	<p>Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.</li> <li>• Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.</li> </ul>
SS.7.CG.1.11:	<p>Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.</p> <ul style="list-style-type: none"> <li>• Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.</li> <li>• Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.</li> <li>• Students will analyze the meaning and importance of due process in the United States legal system.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).</li> </ul>
SS.7.CG.2.1:	<p>Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.</p> <ul style="list-style-type: none"> <li>• Students will define citizenship as stated in the 14th Amendment.</li> <li>• Students will explain the process of becoming a naturalized citizen.</li> <li>• Students will define permanent residency and explain its role in obtaining citizenship.</li> <li>• Students will examine the impact of the naturalization process on society, government and the political process.</li> </ul>
SS.7.CG.2.2:	<p>Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.</p> <ul style="list-style-type: none"> <li>• Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.</li> <li>• Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.</li> <li>• Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.</li> <li>• Students will use scenarios to assess specific obligations of citizens.</li> <li>• Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.</li> </ul>
	<p>Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.</li> <li>• Students will recognize the five freedoms protected by the First Amendment.</li> </ul>

SS.7.CG.2.3:	<ul style="list-style-type: none"> <li>• Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.</li> <li>• Students will use scenarios to identify rights protected by the Bill of Rights.</li> <li>• Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.</li> </ul>
SS.7.CG.2.4:	<p>Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.</p> <ul style="list-style-type: none"> <li>• Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).</li> <li>• Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).</li> <li>• Students will use scenarios to examine the impact of limiting individual rights.</li> <li>• Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.</li> </ul>
SS.7.CG.2.5:	<p>Describe the trial process and the role of juries in the administration of justice at the state and federal levels.</p> <ul style="list-style-type: none"> <li>• Students will examine the significance of juries in the American legal system.</li> <li>• Students will explain types of jury trials, how juries are selected and why jury trials are important.</li> </ul>
SS.7.CG.2.6:	<p>Examine the election and voting process at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain how elections and voting impact citizens at the local, state and national levels.</li> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.</li> </ul>
SS.7.CG.2.7:	<p>Identify the constitutional qualifications required to hold state and national office.</p> <ul style="list-style-type: none"> <li>• Students will recognize the qualifications to seek election to local and state political offices.</li> </ul>
SS.7.CG.2.8:	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <ul style="list-style-type: none"> <li>• Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).</li> <li>• Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).</li> <li>• Students will identify methods used by interest groups to monitor and influence government.</li> </ul>
SS.7.CG.2.9:	<p>Analyze media and political communications and identify examples of bias, symbolism and propaganda.</p> <ul style="list-style-type: none"> <li>• Students will use scenarios to identify bias, symbolism and propaganda.</li> <li>• Students will evaluate how bias, symbolism and propaganda can impact public opinion.</li> </ul>
SS.7.CG.2.10:	<p>Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.</p> <ul style="list-style-type: none"> <li>• Students will identify the appropriate level of government to resolve specific problems.</li> <li>• Students will identify appropriate government agencies to address local or state problems.</li> <li>• Students will analyze public policy alternatives to resolve local and state problems.</li> </ul>
SS.7.CG.3.1:	<p>Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).</li> <li>• Students will identify different forms of government based on their political philosophy or organizational structure.</li> <li>• Students will analyze scenarios describing various forms of government.</li> <li>• Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.</li> </ul>
SS.7.CG.3.2:	<p>Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of federal, confederal and unitary systems of government.</li> <li>• Students will compare the organizational structures of systems of government.</li> <li>• Students will recognize examples of these systems of government.</li> <li>• Students will analyze scenarios describing various systems of government.</li> </ul>
SS.7.CG.3.3:	<p>Describe the structure and function of the three branches of government established in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the structure of the legislative, executive and judicial branches.</li> <li>• Students will compare the roles and responsibilities of the three branches of the national government.</li> <li>• Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.</li> </ul>

SS.7.CG.3.4:	<p>Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.</p> <ul style="list-style-type: none"> <li>• Students will describe the system of federalism as established by the U.S. Constitution.</li> <li>• Students will analyze how federalism limits government power.</li> <li>• Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.</li> </ul>
SS.7.CG.3.5:	<p>Explain the amendment process outlined in Article V of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.</li> <li>• Students will identify the correct sequence of each amendment process.</li> <li>• Students will identify the importance of a formal amendment process.</li> <li>• Students will recognize the significance of the difficulty of amending the U.S. Constitution.</li> </ul>
SS.7.CG.3.6:	<p>Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.</p> <ul style="list-style-type: none"> <li>• Students will recognize how these amendments expanded civil rights to African Americans, women and young people.</li> <li>• Students will evaluate the impact these amendments have had on American society.</li> <li>• Students will examine how these amendments increased participation in the political process.</li> </ul>
SS.7.CG.3.7:	<p>Explain the structure, functions and processes of the legislative branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).</li> <li>• Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).</li> <li>• Students will compare and contrast the lawmaking process at the local, state and national levels.</li> </ul>
SS.7.CG.3.8:	<p>Explain the structure, functions and processes of the executive branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).</li> <li>• Students will compare and contrast executive authority at the local, state and national levels.</li> <li>• Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).</li> </ul>
SS.7.CG.3.9:	<p>Explain the structure, functions and processes of the judicial branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).</li> <li>• Students will distinguish between the structure, functions and powers of courts at the state and federal levels.</li> <li>• Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.</li> <li>• Students will compare the trial and appellate processes.</li> </ul>
SS.7.CG.3.10:	<p>Identify sources and types of law.</p> <ul style="list-style-type: none"> <li>• Students will explain how historical codes of law influenced the United States.</li> <li>• Students will recognize natural, constitutional, statutory, case and common law as sources of law.</li> <li>• Students will compare civil, criminal, constitutional and/or military types of law.</li> </ul>
SS.7.CG.3.11:	<p>Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).</li> <li>• Students will use primary sources to assess the significance of each U.S. Supreme Court case.</li> <li>• Students will evaluate the impact of each case on society.</li> <li>• Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.</li> </ul>
SS.7.CG.3.12:	<p>Compare the U.S. and Florida constitutions.</p> <ul style="list-style-type: none"> <li>• Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).</li> <li>• Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).</li> <li>• Students will compare the amendment process of the U.S. and Florida Constitutions.</li> <li>• Students will recognize the U.S. Constitution as the supreme law of the land.</li> </ul>
SS.7.CG.3.13:	<p>Explain government obligations to its citizens and the services provided at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will describe and classify specific services provided by local, state and national governments.</li> </ul>

- Students will compare the powers and obligations of local, state and national governments.

SS.7.CG.3.14:	<p>Explain the purpose and function of the Electoral College in electing the President of the United States.</p> <ul style="list-style-type: none"> <li>• Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.</li> </ul>
SS.7.CG.3.15:	<p>Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.</p> <ul style="list-style-type: none"> <li>• Students will evaluate various economic systems (e.g., capitalism, communism, socialism).</li> <li>• Students will compare the economic prosperity and opportunity of current nations.</li> </ul>
SS.7.CG.4.1:	<p>Explain the relationship between U.S. foreign and domestic policy.</p> <ul style="list-style-type: none"> <li>• Students will recognize the difference between domestic and foreign policy.</li> <li>• Students will identify issues that relate to U.S. domestic and foreign policy.</li> <li>• Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.</li> </ul>
SS.7.CG.4.2:	<p>Describe the United States’ and citizen participation in international organizations.</p> <ul style="list-style-type: none"> <li>• Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).</li> <li>• Students will discuss the advantages and disadvantages of U.S. membership in international organizations.</li> </ul>
SS.7.CG.4.3:	<p>Describe examples of the United States’ actions and reactions in international conflicts.</p> <ul style="list-style-type: none"> <li>• Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.</li> <li>• Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.</li> <li>• Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).</li> </ul>

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.



	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.7.P.8.2:	<p>Articulate a position on a health-related issue and support it with accurate health information.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

## GENERAL NOTES

The primary content for this half-year course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2106025

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** M/J CIVICS ADV

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Middle Grades Integrated Curriculum (Middle Grades 5-9)
Political Science (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
History (Grades 6-12)

# M/J Civics, Advanced & Career Planning (#2106026) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.7.CG.1.1:	<p>Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).</li> <li>• Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).</li> <li>• Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.</li> <li>• Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.</li> </ul>
SS.7.CG.1.2:	<p>Trace the principles underlying America's founding ideas on law and government.</p> <ul style="list-style-type: none"> <li>• Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).</li> <li>• Students will explain why religious liberty is a protected right.</li> </ul>
SS.7.CG.1.3:	<p>Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.</p> <ul style="list-style-type: none"> <li>• Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments) and Common Sense (representative self-government).</li> </ul>
SS.7.CG.1.4:	<p>Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.</p> <ul style="list-style-type: none"> <li>• Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.</li> <li>• Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.</li> <li>• Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.</li> </ul>
SS.7.CG.1.5:	<p>Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).</li> <li>• Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence.</li> </ul>
SS.7.CG.1.6:	<p>Analyze the ideas and grievances set forth in the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).</li> <li>• Students will explain the concept of natural rights as expressed in the Declaration of Independence.</li> <li>• Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.</li> <li>• Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.</li> </ul>

- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.
- Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).

SS.7.CG.1.7:	<p>Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).</li> </ul>
SS.7.CG.1.8:	<p>Explain the purpose of the Preamble to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).</li> <li>• Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).</li> <li>• Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.</li> </ul>
SS.7.CG.1.9:	<p>Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of limited government in the U.S. Constitution.</li> <li>• Students will describe and distinguish between separation of powers and checks and balances.</li> <li>• Students will analyze how government power is limited by separation of powers and/or checks and balances.</li> <li>• Students will recognize examples of separation of powers and checks and balances.</li> <li>• Students will recognize the influence of the U.S. Constitution on the development of other governments.</li> </ul>
SS.7.CG.1.10:	<p>Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.</li> <li>• Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.</li> </ul>
SS.7.CG.1.11:	<p>Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.</p> <ul style="list-style-type: none"> <li>• Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.</li> <li>• Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.</li> <li>• Students will analyze the meaning and importance of due process in the United States legal system.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).</li> </ul>
SS.7.CG.2.1:	<p>Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.</p> <ul style="list-style-type: none"> <li>• Students will define citizenship as stated in the 14th Amendment.</li> <li>• Students will explain the process of becoming a naturalized citizen.</li> <li>• Students will define permanent residency and explain its role in obtaining citizenship.</li> <li>• Students will examine the impact of the naturalization process on society, government and the political process.</li> </ul>
SS.7.CG.2.2:	<p>Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.</p> <ul style="list-style-type: none"> <li>• Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.</li> <li>• Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.</li> <li>• Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.</li> <li>• Students will use scenarios to assess specific obligations of citizens.</li> <li>• Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.</li> </ul>
	<p>Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.</li> <li>• Students will recognize the five freedoms protected by the First Amendment.</li> </ul>

SS.7.CG.2.3:	<ul style="list-style-type: none"> <li>• Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.</li> <li>• Students will use scenarios to identify rights protected by the Bill of Rights.</li> <li>• Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.</li> </ul>
SS.7.CG.2.4:	<p>Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.</p> <ul style="list-style-type: none"> <li>• Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).</li> <li>• Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).</li> <li>• Students will use scenarios to examine the impact of limiting individual rights.</li> <li>• Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.</li> </ul>
SS.7.CG.2.5:	<p>Describe the trial process and the role of juries in the administration of justice at the state and federal levels.</p> <ul style="list-style-type: none"> <li>• Students will examine the significance of juries in the American legal system.</li> <li>• Students will explain types of jury trials, how juries are selected and why jury trials are important.</li> </ul>
SS.7.CG.2.6:	<p>Examine the election and voting process at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain how elections and voting impact citizens at the local, state and national levels.</li> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.</li> </ul>
SS.7.CG.2.7:	<p>Identify the constitutional qualifications required to hold state and national office.</p> <ul style="list-style-type: none"> <li>• Students will recognize the qualifications to seek election to local and state political offices.</li> </ul>
SS.7.CG.2.8:	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <ul style="list-style-type: none"> <li>• Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).</li> <li>• Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).</li> <li>• Students will identify methods used by interest groups to monitor and influence government.</li> </ul>
SS.7.CG.2.9:	<p>Analyze media and political communications and identify examples of bias, symbolism and propaganda.</p> <ul style="list-style-type: none"> <li>• Students will use scenarios to identify bias, symbolism and propaganda.</li> <li>• Students will evaluate how bias, symbolism and propaganda can impact public opinion.</li> </ul>
SS.7.CG.2.10:	<p>Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.</p> <ul style="list-style-type: none"> <li>• Students will identify the appropriate level of government to resolve specific problems.</li> <li>• Students will identify appropriate government agencies to address local or state problems.</li> <li>• Students will analyze public policy alternatives to resolve local and state problems.</li> </ul>
SS.7.CG.3.1:	<p>Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).</li> <li>• Students will identify different forms of government based on their political philosophy or organizational structure.</li> <li>• Students will analyze scenarios describing various forms of government.</li> <li>• Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.</li> </ul>
SS.7.CG.3.2:	<p>Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of federal, confederal and unitary systems of government.</li> <li>• Students will compare the organizational structures of systems of government.</li> <li>• Students will recognize examples of these systems of government.</li> <li>• Students will analyze scenarios describing various systems of government.</li> </ul>
SS.7.CG.3.3:	<p>Describe the structure and function of the three branches of government established in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the structure of the legislative, executive and judicial branches.</li> <li>• Students will compare the roles and responsibilities of the three branches of the national government.</li> <li>• Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.</li> </ul>

SS.7.CG.3.4:	<p>Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.</p> <ul style="list-style-type: none"> <li>• Students will describe the system of federalism as established by the U.S. Constitution.</li> <li>• Students will analyze how federalism limits government power.</li> <li>• Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.</li> </ul>
SS.7.CG.3.5:	<p>Explain the amendment process outlined in Article V of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.</li> <li>• Students will identify the correct sequence of each amendment process.</li> <li>• Students will identify the importance of a formal amendment process.</li> <li>• Students will recognize the significance of the difficulty of amending the U.S. Constitution.</li> </ul>
SS.7.CG.3.6:	<p>Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.</p> <ul style="list-style-type: none"> <li>• Students will recognize how these amendments expanded civil rights to African Americans, women and young people.</li> <li>• Students will evaluate the impact these amendments have had on American society.</li> <li>• Students will examine how these amendments increased participation in the political process.</li> </ul>
SS.7.CG.3.7:	<p>Explain the structure, functions and processes of the legislative branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).</li> <li>• Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).</li> <li>• Students will compare and contrast the lawmaking process at the local, state and national levels.</li> </ul>
SS.7.CG.3.8:	<p>Explain the structure, functions and processes of the executive branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).</li> <li>• Students will compare and contrast executive authority at the local, state and national levels.</li> <li>• Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).</li> </ul>
SS.7.CG.3.9:	<p>Explain the structure, functions and processes of the judicial branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).</li> <li>• Students will distinguish between the structure, functions and powers of courts at the state and federal levels.</li> <li>• Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.</li> <li>• Students will compare the trial and appellate processes.</li> </ul>
SS.7.CG.3.10:	<p>Identify sources and types of law.</p> <ul style="list-style-type: none"> <li>• Students will explain how historical codes of law influenced the United States.</li> <li>• Students will recognize natural, constitutional, statutory, case and common law as sources of law.</li> <li>• Students will compare civil, criminal, constitutional and/or military types of law.</li> </ul>
SS.7.CG.3.11:	<p>Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).</li> <li>• Students will use primary sources to assess the significance of each U.S. Supreme Court case.</li> <li>• Students will evaluate the impact of each case on society.</li> <li>• Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.</li> </ul>
SS.7.CG.3.12:	<p>Compare the U.S. and Florida constitutions.</p> <ul style="list-style-type: none"> <li>• Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).</li> <li>• Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).</li> <li>• Students will compare the amendment process of the U.S. and Florida Constitutions.</li> <li>• Students will recognize the U.S. Constitution as the supreme law of the land.</li> </ul>
SS.7.CG.3.13:	<p>Explain government obligations to its citizens and the services provided at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will describe and classify specific services provided by local, state and national governments.</li> </ul>

- Students will compare the powers and obligations of local, state and national governments.

SS.7.CG.3.14:	<p>Explain the purpose and function of the Electoral College in electing the President of the United States.</p> <ul style="list-style-type: none"> <li>• Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.</li> </ul>
SS.7.CG.3.15:	<p>Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.</p> <ul style="list-style-type: none"> <li>• Students will evaluate various economic systems (e.g., capitalism, communism, socialism).</li> <li>• Students will compare the economic prosperity and opportunity of current nations.</li> </ul>
SS.7.CG.4.1:	<p>Explain the relationship between U.S. foreign and domestic policy.</p> <ul style="list-style-type: none"> <li>• Students will recognize the difference between domestic and foreign policy.</li> <li>• Students will identify issues that relate to U.S. domestic and foreign policy.</li> <li>• Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.</li> </ul>
SS.7.CG.4.2:	<p>Describe the United States’ and citizen participation in international organizations.</p> <ul style="list-style-type: none"> <li>• Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).</li> <li>• Students will discuss the advantages and disadvantages of U.S. membership in international organizations.</li> </ul>
SS.7.CG.4.3:	<p>Describe examples of the United States’ actions and reactions in international conflicts.</p> <ul style="list-style-type: none"> <li>• Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.</li> <li>• Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.</li> <li>• Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).</li> </ul>
SS.7.E.1.1:	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
SS.7.E.1.2:	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
SS.7.E.1.3:	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
SS.7.E.1.4:	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.5:	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
SS.7.E.1.6:	Compare the national budget process to the personal budget process.
SS.7.E.2.1:	Explain how federal, state, and local taxes support the economy as a function of the United States government.
SS.7.E.2.2:	Describe the banking system in the United States and its impact on the money supply.
SS.7.E.2.3:	Identify and describe United States laws and regulations adopted to promote economic competition.
SS.7.E.2.4:	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
SS.7.E.2.5:	Explain how economic institutions impact the national economy.
SS.7.E.3.1:	Explain how international trade requires a system for exchanging currency between and among nations.
SS.7.E.3.2:	Assess how the changing value of currency affects trade of goods and services between nations.
SS.7.E.3.3:	Compare and contrast a single resource economy with a diversified economy.
SS.7.E.3.4:	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
SS.7.G.1.1:	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
SS.7.G.1.2:	Locate on a world map the territories and protectorates of the United States of America.
SS.7.G.1.3:	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
SS.7.G.2.1:	Locate major cultural landmarks that are emblematic of the United States.
SS.7.G.2.2:	Locate major physical landmarks that are emblematic of the United States.
SS.7.G.2.3:	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
SS.7.G.2.4:	Describe current major cultural regions of North America.
SS.7.G.3.1:	Use maps to describe the location, abundance, and variety of natural resources in North America.
SS.7.G.4.1:	Use geographic terms and tools to explain cultural diffusion throughout North America.
SS.7.G.4.2:	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
SS.7.G.5.1:	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.



SS.7.G.6.1:

Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information.

## General Course Information and Notes

### VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations’ governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

### GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements

for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml>.

### **Career and Education Planning Course Standards – Students will:**

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

### **Special Notes:**

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### **Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## **GENERAL INFORMATION**

**Course Number:** 2106026

**Course Path:** Section: Grades PreK to

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:**

Political Sciences >

**Abbreviated Title:** M/J CIVICS

ADV&CAR P

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Political Science (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

History (Grades 6-12)

# M/J International Baccalaureate MYP Civics (#2106027) 2023 - And Beyond

(current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"><li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li><li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li><li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li></ul>

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at:  
<http://www.ibo.org/en/programmes/>

### GENERAL INFORMATION

**Course Number:** 2106027

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences > **Abbreviated Title:** M/J IB MYP CIV  
**Course Length:** Year (Y)  
**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
Political Science (Grades 6-12)
Social Science (Grades 5-9)
History (Grades 6-12)
Social Science (Grades 6-12)

# M/J International Baccalaureate MYP Civics & Career Planning (#2106028) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"><li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li><li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li><li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li></ul>

## General Course Information and Notes

### GENERAL NOTES

In addition to the requirements set forth by the International Baccalaureate Organization, students enrolled in this course will also complete course requirements for:

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

**Career and Education Planning Course Standards** – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**GENERAL INFORMATION**

**Course Number:** 2106028

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences > **Abbreviated Title:** M/J IB MYP CIV CP  
**Course Length:** Year (Y)  
**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Political Science (Grades 6-12)
Social Science (Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
History (Grades 6-12)



# M/J Civics and Digital Technologies (#2106029) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.7.CG.1.1:	<p>Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).</li> <li>• Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).</li> <li>• Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.</li> <li>• Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.</li> </ul>
SS.7.CG.1.2:	<p>Trace the principles underlying America's founding ideas on law and government.</p> <ul style="list-style-type: none"> <li>• Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).</li> <li>• Students will explain why religious liberty is a protected right.</li> </ul>
SS.7.CG.1.3:	<p>Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.</p> <ul style="list-style-type: none"> <li>• Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments) and Common Sense (representative self-government).</li> </ul>
SS.7.CG.1.4:	<p>Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.</p> <ul style="list-style-type: none"> <li>• Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.</li> <li>• Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.</li> <li>• Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.</li> </ul>
SS.7.CG.1.5:	<p>Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).</li> <li>• Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence.</li> </ul>
SS.7.CG.1.6:	<p>Analyze the ideas and grievances set forth in the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).</li> <li>• Students will explain the concept of natural rights as expressed in the Declaration of Independence.</li> <li>• Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.</li> <li>• Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.</li> </ul>

- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.
- Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).

SS.7.CG.1.7:	<p>Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).</li> </ul>
SS.7.CG.1.8:	<p>Explain the purpose of the Preamble to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).</li> <li>• Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).</li> <li>• Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.</li> </ul>
SS.7.CG.1.9:	<p>Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of limited government in the U.S. Constitution.</li> <li>• Students will describe and distinguish between separation of powers and checks and balances.</li> <li>• Students will analyze how government power is limited by separation of powers and/or checks and balances.</li> <li>• Students will recognize examples of separation of powers and checks and balances.</li> <li>• Students will recognize the influence of the U.S. Constitution on the development of other governments.</li> </ul>
SS.7.CG.1.10:	<p>Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.</li> <li>• Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.</li> </ul>
SS.7.CG.1.11:	<p>Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.</p> <ul style="list-style-type: none"> <li>• Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.</li> <li>• Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.</li> <li>• Students will analyze the meaning and importance of due process in the United States legal system.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).</li> </ul>
SS.7.CG.2.1:	<p>Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.</p> <ul style="list-style-type: none"> <li>• Students will define citizenship as stated in the 14th Amendment.</li> <li>• Students will explain the process of becoming a naturalized citizen.</li> <li>• Students will define permanent residency and explain its role in obtaining citizenship.</li> <li>• Students will examine the impact of the naturalization process on society, government and the political process.</li> </ul>
SS.7.CG.2.2:	<p>Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.</p> <ul style="list-style-type: none"> <li>• Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.</li> <li>• Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.</li> <li>• Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.</li> <li>• Students will use scenarios to assess specific obligations of citizens.</li> <li>• Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.</li> </ul>
	<p>Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.</li> <li>• Students will recognize the five freedoms protected by the First Amendment.</li> </ul>

SS.7.CG.2.3:	<ul style="list-style-type: none"> <li>• Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.</li> <li>• Students will use scenarios to identify rights protected by the Bill of Rights.</li> <li>• Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.</li> </ul>
SS.7.CG.2.4:	<p>Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.</p> <ul style="list-style-type: none"> <li>• Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).</li> <li>• Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).</li> <li>• Students will use scenarios to examine the impact of limiting individual rights.</li> <li>• Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.</li> </ul>
SS.7.CG.2.5:	<p>Describe the trial process and the role of juries in the administration of justice at the state and federal levels.</p> <ul style="list-style-type: none"> <li>• Students will examine the significance of juries in the American legal system.</li> <li>• Students will explain types of jury trials, how juries are selected and why jury trials are important.</li> </ul>
SS.7.CG.2.6:	<p>Examine the election and voting process at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain how elections and voting impact citizens at the local, state and national levels.</li> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.</li> </ul>
SS.7.CG.2.7:	<p>Identify the constitutional qualifications required to hold state and national office.</p> <ul style="list-style-type: none"> <li>• Students will recognize the qualifications to seek election to local and state political offices.</li> </ul>
SS.7.CG.2.8:	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <ul style="list-style-type: none"> <li>• Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).</li> <li>• Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).</li> <li>• Students will identify methods used by interest groups to monitor and influence government.</li> </ul>
SS.7.CG.2.9:	<p>Analyze media and political communications and identify examples of bias, symbolism and propaganda.</p> <ul style="list-style-type: none"> <li>• Students will use scenarios to identify bias, symbolism and propaganda.</li> <li>• Students will evaluate how bias, symbolism and propaganda can impact public opinion.</li> </ul>
SS.7.CG.2.10:	<p>Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.</p> <ul style="list-style-type: none"> <li>• Students will identify the appropriate level of government to resolve specific problems.</li> <li>• Students will identify appropriate government agencies to address local or state problems.</li> <li>• Students will analyze public policy alternatives to resolve local and state problems.</li> </ul>
SS.7.CG.3.1:	<p>Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).</li> <li>• Students will identify different forms of government based on their political philosophy or organizational structure.</li> <li>• Students will analyze scenarios describing various forms of government.</li> <li>• Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.</li> </ul>
SS.7.CG.3.2:	<p>Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of federal, confederal and unitary systems of government.</li> <li>• Students will compare the organizational structures of systems of government.</li> <li>• Students will recognize examples of these systems of government.</li> <li>• Students will analyze scenarios describing various systems of government.</li> </ul>
SS.7.CG.3.3:	<p>Describe the structure and function of the three branches of government established in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the structure of the legislative, executive and judicial branches.</li> <li>• Students will compare the roles and responsibilities of the three branches of the national government.</li> <li>• Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.</li> </ul>

SS.7.CG.3.4:	<p>Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.</p> <ul style="list-style-type: none"> <li>• Students will describe the system of federalism as established by the U.S. Constitution.</li> <li>• Students will analyze how federalism limits government power.</li> <li>• Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.</li> </ul>
SS.7.CG.3.5:	<p>Explain the amendment process outlined in Article V of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.</li> <li>• Students will identify the correct sequence of each amendment process.</li> <li>• Students will identify the importance of a formal amendment process.</li> <li>• Students will recognize the significance of the difficulty of amending the U.S. Constitution.</li> </ul>
SS.7.CG.3.6:	<p>Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.</p> <ul style="list-style-type: none"> <li>• Students will recognize how these amendments expanded civil rights to African Americans, women and young people.</li> <li>• Students will evaluate the impact these amendments have had on American society.</li> <li>• Students will examine how these amendments increased participation in the political process.</li> </ul>
SS.7.CG.3.7:	<p>Explain the structure, functions and processes of the legislative branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).</li> <li>• Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).</li> <li>• Students will compare and contrast the lawmaking process at the local, state and national levels.</li> </ul>
SS.7.CG.3.8:	<p>Explain the structure, functions and processes of the executive branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).</li> <li>• Students will compare and contrast executive authority at the local, state and national levels.</li> <li>• Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).</li> </ul>
SS.7.CG.3.9:	<p>Explain the structure, functions and processes of the judicial branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).</li> <li>• Students will distinguish between the structure, functions and powers of courts at the state and federal levels.</li> <li>• Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.</li> <li>• Students will compare the trial and appellate processes.</li> </ul>
SS.7.CG.3.10:	<p>Identify sources and types of law.</p> <ul style="list-style-type: none"> <li>• Students will explain how historical codes of law influenced the United States.</li> <li>• Students will recognize natural, constitutional, statutory, case and common law as sources of law.</li> <li>• Students will compare civil, criminal, constitutional and/or military types of law.</li> </ul>
SS.7.CG.3.11:	<p>Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).</li> <li>• Students will use primary sources to assess the significance of each U.S. Supreme Court case.</li> <li>• Students will evaluate the impact of each case on society.</li> <li>• Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.</li> </ul>
SS.7.CG.3.12:	<p>Compare the U.S. and Florida constitutions.</p> <ul style="list-style-type: none"> <li>• Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).</li> <li>• Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).</li> <li>• Students will compare the amendment process of the U.S. and Florida Constitutions.</li> <li>• Students will recognize the U.S. Constitution as the supreme law of the land.</li> </ul>
SS.7.CG.3.13:	<p>Explain government obligations to its citizens and the services provided at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will describe and classify specific services provided by local, state and national governments.</li> </ul>

- Students will compare the powers and obligations of local, state and national governments.

SS.7.CG.3.14:	<p>Explain the purpose and function of the Electoral College in electing the President of the United States.</p> <ul style="list-style-type: none"> <li>• Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.</li> </ul>
SS.7.CG.3.15:	<p>Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.</p> <ul style="list-style-type: none"> <li>• Students will evaluate various economic systems (e.g., capitalism, communism, socialism).</li> <li>• Students will compare the economic prosperity and opportunity of current nations.</li> </ul>
SS.7.CG.4.1:	<p>Explain the relationship between U.S. foreign and domestic policy.</p> <ul style="list-style-type: none"> <li>• Students will recognize the difference between domestic and foreign policy.</li> <li>• Students will identify issues that relate to U.S. domestic and foreign policy.</li> <li>• Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.</li> </ul>
SS.7.CG.4.2:	<p>Describe the United States’ and citizen participation in international organizations.</p> <ul style="list-style-type: none"> <li>• Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).</li> <li>• Students will discuss the advantages and disadvantages of U.S. membership in international organizations.</li> </ul>
SS.7.CG.4.3:	<p>Describe examples of the United States’ actions and reactions in international conflicts.</p> <ul style="list-style-type: none"> <li>• Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.</li> <li>• Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.</li> <li>• Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).</li> </ul>

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information.

## General Course Information and Notes

### VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

## GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Digital Technologies** - The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4203 (3), Florida Statutes):

### Multimedia Technologies

01.0 Demonstrate proficiency in using presentation software and equipment.

01.01 Produce a presentation that includes music, animation, and digital photography and present it using a projection system.

01.02 Using presentation software, create a multimedia presentation that incorporates shot and edited video, animation, music, narration and adheres to good design principles, use of transitions, and effective message conveyance.

01.03 Collaborate with team members to plan, edit, evaluate, and present a multimedia presentation where individuals on the team function in specific production roles.

02.0 Demonstrate proficiency in using digital photography and digital imaging.

02.01 Demonstrate knowledge of ethics related to digital imaging, and legal and consent issues.

02.02 Apply effective design principles in digital photography compositions.

02.03 Illustrate the essence of an event, quote, or slogan through digital photography/imaging.

02.04 Demonstrate skill in using digital imaging software for image manipulation, color correction, and special effects to creatively convey a message or literary interpretation.

02.05 Demonstrate skill in scanning and cropping photographs.

03.0 Demonstrate proficiency in basic video production equipment.

03.01 Operate video camera (e.g., Flip video camera) in studio and location (field) production environments.

03.02 Demonstrate understanding of digital video storage media and file types.

03.03 Identify and select microphones for production needs.

03.04 Determine appropriate lighting needs for production settings.

03.05 Create a short video for publishing on the web.

04.0 Demonstrate skill in using video production software.

04.01 Demonstrate knowledge of the digital video software interface.

04.02 Demonstrate ability to edit, cut, erase, and insert video.

04.03 Edit video as needed to achieve desired message and length.

04.04 Demonstrate skill in using video effects and plug-ins.

04.05 Describe a first complete run-through of the video production process

04.06 Characterize the qualities of effective communication in a completed video

04.07 Prepare a video project for final compositing and export.

04.08 Upload finished video files to a website.

05.0 Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.

05.01 Characterize effective writing styles and conventions for the web.

05.02 Use word processing software to create effective written content for the web.

05.03 Use graphics software to create and prepare various types of graphical content for use on a webpage.

05.04 Access and digitize graphics through various resources (e.g., scanner, digital cameras, on-line graphics, clip art, CD-ROMs).

05.05 Create and edit images using image or graphic design software.

### Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states



- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

**Course Number:** 2106029

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences > **Abbreviated Title:** M/J CIV & DIG TECH  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Political Science (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

# M/J Law Studies (#2106030) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
SS.7.CG.1.3:	<p>Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.</p> <ul style="list-style-type: none"> <li>• Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments) and Common Sense (representative self-government).</li> </ul>
SS.7.CG.1.4:	<p>Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.</p> <ul style="list-style-type: none"> <li>• Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.</li> <li>• Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.</li> <li>• Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.</li> </ul>
SS.7.CG.1.6:	<p>Analyze the ideas and grievances set forth in the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).</li> <li>• Students will explain the concept of natural rights as expressed in the Declaration of Independence.</li> <li>• Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.</li> <li>• Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.</li> <li>• Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.</li> <li>• Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).</li> </ul>
SS.7.CG.1.9:	<p>Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of limited government in the U.S. Constitution.</li> <li>• Students will describe and distinguish between separation of powers and checks and balances.</li> <li>• Students will analyze how government power is limited by separation of powers and/or checks and balances.</li> <li>• Students will recognize examples of separation of powers and checks and balances.</li> <li>• Students will recognize the influence of the U.S. Constitution on the development of other governments.</li> </ul>
SS.7.CG.1.11:	<p>Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.</p> <ul style="list-style-type: none"> <li>• Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.</li> <li>• Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.</li> <li>• Students will analyze the meaning and importance of due process in the United States legal system.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).</li> </ul>

	Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.
SS.7.CG.2.2:	<ul style="list-style-type: none"> <li>• Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.</li> <li>• Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.</li> <li>• Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.</li> <li>• Students will use scenarios to assess specific obligations of citizens.</li> <li>• Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.</li> </ul>
SS.7.CG.2.3:	<p>Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.</li> <li>• Students will recognize the five freedoms protected by the First Amendment.</li> <li>• Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.</li> <li>• Students will use scenarios to identify rights protected by the Bill of Rights.</li> <li>• Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.</li> </ul>
SS.7.CG.2.4:	<p>Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.</p> <ul style="list-style-type: none"> <li>• Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).</li> <li>• Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).</li> <li>• Students will use scenarios to examine the impact of limiting individual rights.</li> <li>• Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.</li> </ul>
SS.7.CG.2.5:	<p>Describe the trial process and the role of juries in the administration of justice at the state and federal levels.</p> <ul style="list-style-type: none"> <li>• Students will examine the significance of juries in the American legal system.</li> <li>• Students will explain types of jury trials, how juries are selected and why jury trials are important.</li> </ul>
SS.7.CG.2.8:	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <ul style="list-style-type: none"> <li>• Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).</li> <li>• Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).</li> <li>• Students will identify methods used by interest groups to monitor and influence government.</li> </ul>
SS.7.CG.2.9:	<p>Analyze media and political communications and identify examples of bias, symbolism and propaganda.</p> <ul style="list-style-type: none"> <li>• Students will use scenarios to identify bias, symbolism and propaganda.</li> <li>• Students will evaluate how bias, symbolism and propaganda can impact public opinion.</li> </ul>
SS.7.CG.2.10:	<p>Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.</p> <ul style="list-style-type: none"> <li>• Students will identify the appropriate level of government to resolve specific problems.</li> <li>• Students will identify appropriate government agencies to address local or state problems.</li> <li>• Students will analyze public policy alternatives to resolve local and state problems.</li> </ul>
SS.7.CG.3.1:	<p>Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).</li> <li>• Students will identify different forms of government based on their political philosophy or organizational structure.</li> <li>• Students will analyze scenarios describing various forms of government.</li> <li>• Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.</li> </ul>
SS.7.CG.3.2:	<p>Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of federal, confederal and unitary systems of government.</li> <li>• Students will compare the organizational structures of systems of government.</li> <li>• Students will recognize examples of these systems of government.</li> <li>• Students will analyze scenarios describing various systems of government.</li> </ul>

SS.7.CG.3.3:	<p>Describe the structure and function of the three branches of government established in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the structure of the legislative, executive and judicial branches.</li> <li>• Students will compare the roles and responsibilities of the three branches of the national government.</li> <li>• Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.</li> </ul>
SS.7.CG.3.4:	<p>Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.</p> <ul style="list-style-type: none"> <li>• Students will describe the system of federalism as established by the U.S. Constitution.</li> <li>• Students will analyze how federalism limits government power.</li> <li>• Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.</li> </ul>
SS.7.CG.3.5:	<p>Explain the amendment process outlined in Article V of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.</li> <li>• Students will identify the correct sequence of each amendment process.</li> <li>• Students will identify the importance of a formal amendment process.</li> <li>• Students will recognize the significance of the difficulty of amending the U.S. Constitution.</li> </ul>
SS.7.CG.3.6:	<p>Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.</p> <ul style="list-style-type: none"> <li>• Students will recognize how these amendments expanded civil rights to African Americans, women and young people.</li> <li>• Students will evaluate the impact these amendments have had on American society.</li> <li>• Students will examine how these amendments increased participation in the political process.</li> </ul>
SS.7.CG.3.7:	<p>Explain the structure, functions and processes of the legislative branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).</li> <li>• Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).</li> <li>• Students will compare and contrast the lawmaking process at the local, state and national levels.</li> </ul>
SS.7.CG.3.9:	<p>Explain the structure, functions and processes of the judicial branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).</li> <li>• Students will distinguish between the structure, functions and powers of courts at the state and federal levels.</li> <li>• Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.</li> <li>• Students will compare the trial and appellate processes.</li> </ul>
SS.7.CG.3.10:	<p>Identify sources and types of law.</p> <ul style="list-style-type: none"> <li>• Students will explain how historical codes of law influenced the United States.</li> <li>• Students will recognize natural, constitutional, statutory, case and common law as sources of law.</li> <li>• Students will compare civil, criminal, constitutional and/or military types of law.</li> </ul>
SS.7.CG.3.11:	<p>Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).</li> <li>• Students will use primary sources to assess the significance of each U.S. Supreme Court case.</li> <li>• Students will evaluate the impact of each case on society.</li> <li>• Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.</li> </ul>
SS.7.CG.3.12:	<p>Compare the U.S. and Florida constitutions.</p> <ul style="list-style-type: none"> <li>• Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).</li> <li>• Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).</li> <li>• Students will compare the amendment process of the U.S. and Florida Constitutions.</li> <li>• Students will recognize the U.S. Constitution as the supreme law of the land.</li> </ul>
SS.7.CG.3.13:	<p>Explain government obligations to its citizens and the services provided at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will describe and classify specific services provided by local, state and national governments.</li> <li>• Students will compare the powers and obligations of local, state and national governments.</li> </ul>

SS.7.G.6.1: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information.

## General Course Information and Notes

### GENERAL NOTES

**M/J Law Studies** – The social studies curriculum for this course consists of the following content area strands: Geography, Civics and Government. The primary content for this course pertains to the principles, functions, and organization of the American legal system. The content should include, but not be limited to, the purpose of law, the role of citizens, the impact of laws on the lives of citizens, civil and criminal laws, fundamental civil and criminal justice procedures, causes and effects of crime, consumer and family law, comparison of adult and juvenile justice systems, and career opportunities in the legal system. Students will study methods of historical inquiry and primary and secondary historical documents.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or

produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2106030

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** M/J LAW STUDIES

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

History (Grades 6-12)

Political Science (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Law (Secondary Grades 7-12)



# United States Government (#2106310) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.CG.1.1:	<p>Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.</p> <ul style="list-style-type: none"> <li>Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)).</li> </ul>
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>Students will evaluate how the documents are connected to one another.</li> <li>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.1:	<p>Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> <li>Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>
SS.912.CG.2.2:	<p>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type</li> </ul>

of protesting).

SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"><li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li><li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li><li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li><li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li></ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"><li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li><li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li><li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li></ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"><li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li><li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li></ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"><li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li><li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li></ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"><li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li><li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li></ul>
SS.912.CG.2.8:	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"><li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li><li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li><li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li></ul>
SS.912.CG.2.9:	<p>Explain the process and procedures of elections at the state and national levels.</p> <ul style="list-style-type: none"><li>• Students will identify the different primary formats and how political parties nominate candidates using primaries.</li><li>• Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).</li><li>• Students will explain the process by which candidates register to be part of state and national elections.</li><li>• Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).</li><li>• Students will evaluate the role of debates in elections.</li></ul>
SS.912.CG.2.10:	<p>Analyze factors that contribute to voter turnout in local, state and national elections.</p> <ul style="list-style-type: none"><li>• Students will explain trends in voter turnout.</li><li>• Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).</li><li>• Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).</li></ul>
	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"><li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li></ul>

SS.912.CG.2.11:	<ul style="list-style-type: none"> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
SS.912.CG.2.12:	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.3.1:	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> <li>• Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).</li> <li>• Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.</li> <li>• Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.</li> </ul> <p><i>Note: The benchmark above has been revised to meet HB 395.</i></p>
SS.912.CG.3.2:	<p>Explain how the U.S. Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</li> <li>• Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</li> </ul>
SS.912.CG.3.3:	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the "enumerated powers" delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</li> </ul>
SS.912.CG.3.4:	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the</li> </ul>

	<p>executive branch from its original description in Article II.</p> <ul style="list-style-type: none"> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
SS.912.CG.3.6:	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.8:	<p>Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li> </ul>
SS.912.CG.3.9:	<p>Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> <li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li> <li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>• Students will compare the decision-making process of judges compared to other political figures.</li> </ul>
SS.912.CG.3.10:	<p>Analyze the levels and responsibilities of state and federal courts.</p> <ul style="list-style-type: none"> <li>• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li> <li>• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> <li>• Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul>
SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its</li> </ul>

	<p>amendments (e.g., 10th Amendment, defense and extradition).</p> <ul style="list-style-type: none"> <li>• Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.CG.3.13:	<p>Explain how issues between Florida, other states and the national government are resolved.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of federalism as it applies to each issue.</li> <li>• Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).</li> </ul>
SS.912.CG.3.14:	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.</li> </ul>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
SS.912.CG.4.1:	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.CG.4.4:	<p>Identify indicators of democratization in foreign countries.</p> <ul style="list-style-type: none"> <li>• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p>

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K.12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

### GENERAL NOTES

**United States Government** - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

### Special Notes:

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
  - Unity/diversity in American society
  - Civil society: nongovernmental associations, groups
  - Nation-states
  - Interaction among nation-states
  - United States, major governmental, nongovernmental international organizations
- The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards



This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

**Course Number:** 2106310

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** US GOVT  
**Course Length:** Semester (S)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** United States Government

**Educator Certifications**

Political Science (Grades 6-12)
History (Grades 6-12)
Social Science (Grades 6-12)

# United States Government for Credit Recovery (#2106315) 2023 - And

Beyond (current)

## Course Standards

Name	Description
SS.912.CG.1.1:	<p>Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.</p> <ul style="list-style-type: none"> <li>Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)).</li> </ul>
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>Students will evaluate how the documents are connected to one another.</li> <li>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.1:	<p>Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> <li>Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>
SS.912.CG.2.2:	<p>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> </ul>

- Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).

SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.2.8:	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li> <li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li> </ul>
SS.912.CG.2.9:	<p>Explain the process and procedures of elections at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify the different primary formats and how political parties nominate candidates using primaries.</li> <li>• Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).</li> <li>• Students will explain the process by which candidates register to be part of state and national elections.</li> <li>• Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).</li> <li>• Students will evaluate the role of debates in elections.</li> </ul>
SS.912.CG.2.10:	<p>Analyze factors that contribute to voter turnout in local, state and national elections.</p> <ul style="list-style-type: none"> <li>• Students will explain trends in voter turnout.</li> <li>• Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).</li> <li>• Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).</li> </ul>
	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p>

SS.912.CG.2.11:	<ul style="list-style-type: none"> <li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
SS.912.CG.2.12:	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.3.1:	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> <li>• Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).</li> <li>• Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.</li> <li>• Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.</li> </ul> <p><i>Note: The benchmark above has been revised to meet HB 395.</i></p>
SS.912.CG.3.2:	<p>Explain how the U.S. Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</li> <li>• Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</li> </ul>
SS.912.CG.3.3:	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the "enumerated powers" delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</li> </ul>
SS.912.CG.3.4:	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative</li> </ul>

	<p>branches of the government.</p> <ul style="list-style-type: none"> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
SS.912.CG.3.6:	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.8:	<p>Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li> </ul>
SS.912.CG.3.9:	<p>Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> <li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li> <li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>• Students will compare the decision-making process of judges compared to other political figures.</li> </ul>
SS.912.CG.3.10:	<p>Analyze the levels and responsibilities of state and federal courts.</p> <ul style="list-style-type: none"> <li>• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li> <li>• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> <li>• Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul>
SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> </ul>

SS.912.CG.3.12:	<ul style="list-style-type: none"> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>• Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
	Explain how issues between Florida, other states and the national government are resolved.
SS.912.CG.3.13:	<ul style="list-style-type: none"> <li>• Students will explain the concept of federalism as it applies to each issue.</li> <li>• Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).</li> </ul>
	Explain the judicial decision-making process in interpreting law at the state and national levels.
SS.912.CG.3.14:	<ul style="list-style-type: none"> <li>• Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.</li> </ul>
	Explain how citizens are affected by the local, state and national governments.
SS.912.CG.3.15:	<ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
	Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
SS.912.CG.4.1:	<ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
	Explain how the United States uses foreign policy to influence other nations.
SS.912.CG.4.2:	<ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
SS.912.CG.4.3:	<ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
	Identify indicators of democratization in foreign countries.
SS.912.CG.4.4:	<ul style="list-style-type: none"> <li>• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
	<b>Actively participate in effortful learning both individually and collectively.</b>
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p><b>Assess the reasonableness of solutions.</b></p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>



	<p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p>
ELA.K12.EE.4.1:	<p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**United States Government** - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

#### Special Notes:

Credit Recovery courses are credit bearing courses with specific content requirements defined by state academic standards (SAS). Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
  - Unity/diversity in American society
  - Civil society: nongovernmental associations, groups
  - Nation-states
  - Interaction among nation-states
  - United States, major governmental, nongovernmental international organizations
- The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**GENERAL INFORMATION**

**Course Number:** 2106315  
**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences > **Abbreviated Title:** US GOVT CR  
**Number of Credits:** Half credit (.5) **Course Length:** Credit Recovery (R)  
**Course Type:** Credit Recovery **Course Level:** 2  
**Course Status:** Course Approved  
**Grade Level(s):** 9,10,11,12

**Educator Certifications**

Political Science (Grades 6-12)
History (Grades 6-12)
Social Science (Grades 6-12)

# United States Government Honors (#2106320) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.CG.1.1:	<p>Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.</p> <ul style="list-style-type: none"> <li>Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)).</li> </ul>
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>Students will evaluate how the documents are connected to one another.</li> <li>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.1:	<p>Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> <li>Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>
SS.912.CG.2.2:	<p>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type</li> </ul>

of protesting).

SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"><li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li><li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li><li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li><li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li></ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"><li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li><li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li><li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li></ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"><li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li><li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li></ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"><li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li><li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li></ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"><li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li><li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li></ul>
SS.912.CG.2.8:	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"><li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li><li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li><li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li></ul>
SS.912.CG.2.9:	<p>Explain the process and procedures of elections at the state and national levels.</p> <ul style="list-style-type: none"><li>• Students will identify the different primary formats and how political parties nominate candidates using primaries.</li><li>• Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).</li><li>• Students will explain the process by which candidates register to be part of state and national elections.</li><li>• Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).</li><li>• Students will evaluate the role of debates in elections.</li></ul>
SS.912.CG.2.10:	<p>Analyze factors that contribute to voter turnout in local, state and national elections.</p> <ul style="list-style-type: none"><li>• Students will explain trends in voter turnout.</li><li>• Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).</li><li>• Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).</li></ul>
	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"><li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li></ul>

SS.912.CG.2.11:	<ul style="list-style-type: none"> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
SS.912.CG.2.12:	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.3.1:	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> <li>• Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).</li> <li>• Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.</li> <li>• Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.</li> </ul> <p><i>Note: The benchmark above has been revised to meet HB 395.</i></p>
SS.912.CG.3.2:	<p>Explain how the U.S. Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</li> <li>• Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</li> </ul>
SS.912.CG.3.3:	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the "enumerated powers" delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</li> </ul>
SS.912.CG.3.4:	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the</li> </ul>

	<p>executive branch from its original description in Article II.</p> <ul style="list-style-type: none"> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
SS.912.CG.3.6:	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.8:	<p>Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li> </ul>
SS.912.CG.3.9:	<p>Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> <li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li> <li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>• Students will compare the decision-making process of judges compared to other political figures.</li> </ul>
SS.912.CG.3.10:	<p>Analyze the levels and responsibilities of state and federal courts.</p> <ul style="list-style-type: none"> <li>• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li> <li>• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> <li>• Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul>
SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its</li> </ul>

	<p>amendments (e.g., 10th Amendment, defense and extradition).</p> <ul style="list-style-type: none"> <li>Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.CG.3.13:	<p>Explain how issues between Florida, other states and the national government are resolved.</p> <ul style="list-style-type: none"> <li>Students will explain the concept of federalism as it applies to each issue.</li> <li>Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).</li> </ul>
SS.912.CG.3.14:	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.</li> </ul>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
SS.912.CG.4.1:	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.CG.4.4:	<p>Identify indicators of democratization in foreign countries.</p> <ul style="list-style-type: none"> <li>Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p>

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.



MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p><b>Assess the reasonableness of solutions.</b></p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p>

ELA.K.12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

### GENERAL NOTES

**United States Government** - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Special Notes:

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
  - Unity/diversity in American society
  - Civil society: nongovernmental associations, groups
  - Nation-states
  - Interaction among nation-states
  - United States, major governmental, nongovernmental international organizations
- The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

**Course Number:** 2106320

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** United States Government

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** US GOVT HON

**Course Length:** Semester (S)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

**Educator Certifications**

Political Science (Grades 6-12)
History (Grades 6-12)
Social Science (Grades 6-12)

# Political Science (#2106340) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>Students will evaluate how the documents are connected to one another.</li> <li>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.1:	<p>Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> <li>Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>
	Explain the importance of political and civic participation to the success of the United States' constitutional republic.

SS.912.CG.2.2:	<ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women’s Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals’ rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman’s desegregation of the army, Lincoln’s Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.2.8:	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li> <li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li> </ul>
SS.912.CG.2.9:	<p>Explain the process and procedures of elections at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify the different primary formats and how political parties nominate candidates using primaries.</li> <li>• Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).</li> <li>• Students will explain the process by which candidates register to be part of state and national elections.</li> <li>• Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).</li> <li>• Students will evaluate the role of debates in elections.</li> </ul>
SS.912.CG.2.10:	<p>Analyze factors that contribute to voter turnout in local, state and national elections.</p> <ul style="list-style-type: none"> <li>• Students will explain trends in voter turnout.</li> <li>• Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).</li> <li>• Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments);</li> </ul>

Jim Crow laws; poll tax; efforts to suppress voters).

Evaluate political communication for bias, factual accuracy, omission and emotional appeal.

SS.912.CG.2.11:

- Students will compare the reporting on the same political event or issue from multiple perspectives.
- Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).
- Students will discuss the historical impact of political communication on American political process and public opinion.
- Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

SS.912.CG.2.12:

Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.

- Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.
- Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.
- Students will analyze public policy solutions related to local, state and national issues.

Analyze the influence and effects of various forms of media and the internet in political communication.

SS.912.CG.2.13:

- Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).
- Students will describe how the methods used by political officials to communicate with the public has changed over time.
- Students will discuss the strengths and weaknesses of different methods of political communication.

Analyze how certain political ideologies conflict with the principles of freedom and democracy.

SS.912.CG.3.1:

- Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).
- Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.
- Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.

*Note: The benchmark above has been revised to meet HB 395.*

Explain how the U.S. Constitution safeguards and limits individual rights.

SS.912.CG.3.2:

- Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
- Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.

SS.912.CG.3.3:

- Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.
- Students will identify the methods for determining the number of members in the House of Representatives and the Senate.
- Students will identify and describe the "enumerated powers" delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).
- Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.
- Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).

Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.

- Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.

SS.912.CG.3.4:	<ul style="list-style-type: none"> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
SS.912.CG.3.6:	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.8:	<p>Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li> </ul>
SS.912.CG.3.9:	<p>Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> <li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li> <li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>• Students will compare the decision-making process of judges compared to other political figures.</li> </ul>
SS.912.CG.3.10:	<p>Analyze the levels and responsibilities of state and federal courts.</p> <ul style="list-style-type: none"> <li>• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li> <li>• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> <li>• Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul>
SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p>

SS.912.CG.3.12:	<ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>• Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.CG.3.14:	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.</li> </ul>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
SS.912.CG.4.1:	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.CG.4.4:	<p>Identify indicators of democratization in foreign countries.</p> <ul style="list-style-type: none"> <li>• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.



SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p><b>Engage in discussions that reflect on the mathematical thinking of self and others.</b></p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b></p>

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by

the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Political Science** - The grade 9-12 Political Science course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their influence on American society. Content should include, but is not limited to, the types of government, the functions and purpose of government, the function of the state, exercise of power, policy making and public opinion, political control and the economy, political ideologies, civil liberties, international relations, and the evolution of political change.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency

and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2106340

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** POLI SCI

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Political Science (Grades 6-12)
Social Science (Grades 6-12)

# Law Studies (#2106350) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>Students will evaluate how the documents are connected to one another.</li> <li>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.1:	<p>Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> <li>Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>
	Explain the importance of political and civic participation to the success of the United States' constitutional republic.

SS.912.CG.2.2:	<ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.2.8:	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li> <li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li> </ul>
SS.912.CG.2.11:	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> <li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to</li> </ul>

SS.912.CG.2.12:	<p>justify pro and con positions.</p> <ul style="list-style-type: none"> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.3.1:	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> <li>• Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).</li> <li>• Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.</li> <li>• Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.</li> </ul> <p><i>Note: The benchmark above has been revised to meet HB 395.</i></p>
SS.912.CG.3.2:	<p>Explain how the U.S. Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</li> <li>• Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</li> </ul>
SS.912.CG.3.3:	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</li> </ul>
SS.912.CG.3.4:	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p>

SS.912.CG.3.6:	<ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.8:	<p>Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li> </ul>
SS.912.CG.3.9:	<p>Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> <li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li> <li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>• Students will compare the decision-making process of judges compared to other political figures.</li> </ul>
SS.912.CG.3.10:	<p>Analyze the levels and responsibilities of state and federal courts.</p> <ul style="list-style-type: none"> <li>• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li> <li>• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> <li>• Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul>
SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>• Students will analyze how states have challenged the national government regarding states’ rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.CG.3.14:	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when</li> </ul>



interpreting state or national law.

SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"><li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li><li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li><li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li><li>• Students will explain how government at all levels impacts the daily lives of citizens.</li></ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"><li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li></ul>
SS.912.E.2.2:	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p>
SS.912.G.1.2:	<p>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p>
SS.912.G.1.4:	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p>
SS.912.G.4.1:	<p>Interpret population growth and other demographic data for any given place.</p>
SS.912.H.1.6:	<p>Analyze how current events are explained by artistic and cultural trends of the past.</p>
SS.912.W.1.1:	<p>Use timelines to establish cause and effect relationships of historical events.</p>
SS.912.W.1.2:	<p>Compare time measurement systems used by different cultures.</p>
SS.912.W.1.3:	<p>Interpret and evaluate primary and secondary sources.</p>
SS.912.W.1.4:	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p>
SS.912.W.1.6:	<p>Evaluate the role of history in shaping identity and character.</p>
SS.912.W.2.18:	<p>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</p>
SS.912.W.5.4:	<p>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</p>
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"><li>• Analyze the problem in a way that makes sense given the task.</li><li>• Ask questions that will help with solving the task.</li><li>• Build perseverance by modifying methods as needed while solving a challenging task.</li><li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li><li>• Help and support each other when attempting a new method or approach.</li></ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"><li>• Cultivate a community of growth mindset learners.</li><li>• Foster perseverance in students by choosing tasks that are challenging.</li><li>• Develop students' ability to analyze and problem solve.</li><li>• Recognize students' effort when solving challenging problems.</li></ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>• Build understanding through modeling and using manipulatives.</li><li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li><li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li><li>• Express connections between concepts and representations.</li><li>• Choose a representation based on the given context or purpose.</li></ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>• Help students make connections between concepts and representations.</li><li>• Provide opportunities for students to use manipulatives when investigating concepts.</li><li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li><li>• Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
	<p><b>Complete tasks with mathematical fluency.</b></p>

MA.K12.MTR.3.1:

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.

- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p>

## General Course Information and Notes

## GENERAL NOTES

**Law Studies** - The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2106350

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** LAW STUDIES

**Course Length:** Semester (S)

**Course Level:** 2

### Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Law (Secondary Grades 7-12)

# International Law (#2106355) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.6.7:	Describe the attempts to promote international justice through the Nuremberg Trials.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>• Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>• Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>• Students will evaluate how the documents are connected to one another.</li> <li>• Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>• Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>• Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>• Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>• Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their</li> </ul>

rights are protected (e.g., social services, law enforcement, defense, emergency response).

SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"><li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li><li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li></ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"><li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li><li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li></ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"><li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li><li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li></ul>
SS.912.CG.2.8:	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"><li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li><li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li><li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li></ul>
SS.912.CG.2.11:	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"><li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li><li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li><li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li><li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li></ul>
SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"><li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li><li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li><li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li></ul>
SS.912.CG.3.1:	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"><li>• Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).</li><li>• Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.</li><li>• Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.</li></ul> <p><i>Note: The benchmark above has been revised to meet HB 395.</i></p>
	<p>Explain how the U.S. Constitution safeguards and limits individual rights.</p>

SS.912.CG.3.2:	<ul style="list-style-type: none"> <li>• Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</li> <li>• Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</li> </ul>
SS.912.CG.3.3:	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</li> </ul>
SS.912.CG.3.4:	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
SS.912.CG.3.6:	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.8:	<p>Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li> </ul>
SS.912.CG.3.9:	<p>Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> <li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li> <li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>• Students will compare the decision-making process of judges compared to other political figures.</li> </ul>
	<p>Analyze the levels and responsibilities of state and federal courts.</p>

SS.912.CG.3.10:	<ul style="list-style-type: none"> <li>Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li> <li>Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> <li>Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul>
SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.CG.3.14:	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.</li> </ul>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.



SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

SS.912.W.9.7: Describe the impact of and global response to international terrorism.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.

- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K.12.EE.1.1:	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K.12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K.12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K.12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**International Law** – The grade 9-12 International Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the analysis and comparison of the different legal and political concepts, systems, and operations across countries and ideologies; how these structures affect international relations, and how legal disputes between countries are settled. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives, an evaluation of the fundamental characteristics of legal and governmental systems throughout the world emphasizing specific elements of constitutionalism including: rule of law, the rights of the people, the separation and sharing of powers, an independent judiciary with the power of judicial or constitutional review, the role and function of government and the citizen in each system, the nation-state system, the need for laws, adversarial versus inquisitorial systems of justice, and the role and function of the international court system.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida

educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**GENERAL INFORMATION**

**Course Number:** 2106355  
**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >  
**Abbreviated Title:** INTL LAW  
**Number of Credits:** Half credit (.5)  
**Course Type:** Elective Course  
**Course Status:** Course Approved  
**Grade Level(s):** 9,10,11,12  
**Course Length:** Semester (S)  
**Course Level:** 2

**Educator Certifications**

Political Science (Grades 6-12)
Social Science (Grades 6-12)
Law (Secondary Grades 7-12)

# Comparative Political Systems (#2106360) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.6.7:	Describe the attempts to promote international justice through the Nuremberg Trials.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>• Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>• Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>• Students will evaluate how the documents are connected to one another.</li> <li>• Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>• Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>• Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>• Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>• Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their</li> </ul>

rights are protected (e.g., social services, law enforcement, defense, emergency response).

SS.912.CG.2.5:	Analyze contemporary and historical examples of government-imposed restrictions on rights. <ul style="list-style-type: none"><li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li><li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li></ul>
SS.912.CG.2.6:	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time. <ul style="list-style-type: none"><li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li><li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li></ul>
SS.912.CG.2.7:	Analyze the impact of civic engagement as a means of preserving or reforming institutions. <ul style="list-style-type: none"><li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li><li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li></ul>
SS.912.CG.2.8:	Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy. <ul style="list-style-type: none"><li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li><li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li><li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li></ul>
SS.912.CG.2.11:	Evaluate political communication for bias, factual accuracy, omission and emotional appeal. <ul style="list-style-type: none"><li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li><li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li><li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li><li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li></ul>
SS.912.CG.2.13:	Analyze the influence and effects of various forms of media and the internet in political communication. <ul style="list-style-type: none"><li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li><li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li><li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li></ul>
SS.912.CG.3.1:	Analyze how certain political ideologies conflict with the principles of freedom and democracy. <ul style="list-style-type: none"><li>• Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).</li><li>• Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.</li><li>• Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.</li></ul> <p><i>Note: The benchmark above has been revised to meet HB 395.</i></p>
	Explain how the U.S. Constitution safeguards and limits individual rights.

SS.912.CG.3.2:	<ul style="list-style-type: none"> <li>• Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</li> <li>• Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</li> </ul>
SS.912.CG.3.3:	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</li> </ul>
SS.912.CG.3.4:	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
SS.912.CG.3.6:	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.8:	<p>Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li> </ul>
SS.912.CG.3.9:	<p>Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> <li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li> <li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>• Students will compare the decision-making process of judges compared to other political figures.</li> </ul>
	<p>Analyze the levels and responsibilities of state and federal courts.</p>

SS.912.CG.3.10:	<ul style="list-style-type: none"> <li>• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li> <li>• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> <li>• Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul>
SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>• Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.CG.3.14:	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.</li> </ul>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>



MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
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<b>Assess the reasonableness of solutions.</b>	
Mathematicians who assess the reasonableness of solutions:	
MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>

<b>Apply mathematics to real-world contexts.</b>	
Mathematicians who apply mathematics to real-world contexts:	
MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>

Cite evidence to explain and justify reasoning.	
<b>Clarifications:</b>	
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.	
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.	
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.	
6-8 Students continue with previous skills and use a style guide to create a proper citation.	
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.	

ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
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ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will</p>
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	use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Comparative Political Systems** – The grade 9-12 Comparative Political Systems course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the major political systems of the world and compare and contrast their operation with the American democratic system. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives and the role and function of the government and the citizen in each political system.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences > **Abbreviated Title:** COMPA POLI SYSTEMS

**Course Number:** 2106360

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

Political Science (Grades 6-12)

Social Science (Grades 6-12)

# Comprehensive Law Studies (#2106370) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>Students will evaluate how the documents are connected to one another.</li> <li>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.1:	<p>Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> <li>Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>

Explain the importance of political and civic participation to the success of the United States' constitutional republic.

SS.912.CG.2.2:	<ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.2.8:	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li> <li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li> </ul>
SS.912.CG.2.11:	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> <li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to</li> </ul>

SS.912.CG.2.12:	<p>justify pro and con positions.</p> <ul style="list-style-type: none"> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.3.1:	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> <li>• Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).</li> <li>• Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.</li> <li>• Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.</li> </ul> <p><i>Note: The benchmark above has been revised to meet HB 395.</i></p>
SS.912.CG.3.2:	<p>Explain how the U.S. Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</li> <li>• Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</li> </ul>
SS.912.CG.3.3:	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</li> </ul>
SS.912.CG.3.4:	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p>

SS.912.CG.3.6:	<ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.8:	<p>Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li> </ul>
SS.912.CG.3.9:	<p>Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> <li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li> <li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>• Students will compare the decision-making process of judges compared to other political figures.</li> </ul>
SS.912.CG.3.10:	<p>Analyze the levels and responsibilities of state and federal courts.</p> <ul style="list-style-type: none"> <li>• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li> <li>• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> <li>• Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul>
SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>• Students will analyze how states have challenged the national government regarding states’ rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.CG.3.14:	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when</li> </ul>



interpreting state or national law.

SS.912.CG.3.15:	Explain how citizens are affected by the local, state and national governments. <ul style="list-style-type: none"><li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li><li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li><li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li><li>• Students will explain how government at all levels impacts the daily lives of citizens.</li></ul>
SS.912.CG.4.3:	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world. <ul style="list-style-type: none"><li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li></ul>
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:	<b>Demonstrate understanding by representing problems in multiple ways.</b> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>• Build understanding through modeling and using manipulatives.</li><li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li><li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li><li>• Express connections between concepts and representations.</li><li>• Choose a representation based on the given context or purpose.</li></ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>• Help students make connections between concepts and representations.</li><li>• Provide opportunities for students to use manipulatives when investigating concepts.</li><li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li><li>• Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
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**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Comprehensive Law Studies**– The grade 9-12 Comprehensive Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

<b>Course Number:</b> 2106370	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Political Sciences > <b>Abbreviated Title:</b> COMPRE LAW STUDIES
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y)
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

Political Science (Grades 6-12)
Social Science (Grades 6-12)
Law (Secondary Grades 7-12)

# Comprehensive Law Honors (#2106375) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>Students will evaluate how the documents are connected to one another.</li> <li>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.1:	<p>Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> <li>Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>
	Explain the importance of political and civic participation to the success of the United States' constitutional republic.

SS.912.CG.2.2:	<ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.2.8:	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li> <li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li> </ul>
SS.912.CG.2.11:	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> <li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to</li> </ul>

SS.912.CG.2.12:	<p>justify pro and con positions.</p> <ul style="list-style-type: none"> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.3.1:	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> <li>• Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).</li> <li>• Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.</li> <li>• Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.</li> </ul> <p><i>Note: The benchmark above has been revised to meet HB 395.</i></p>
SS.912.CG.3.2:	<p>Explain how the U.S. Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</li> <li>• Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</li> </ul>
SS.912.CG.3.3:	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</li> </ul>
SS.912.CG.3.4:	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p>

SS.912.CG.3.6:	<ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.8:	<p>Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li> </ul>
SS.912.CG.3.9:	<p>Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> <li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li> <li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>• Students will compare the decision-making process of judges compared to other political figures.</li> </ul>
SS.912.CG.3.10:	<p>Analyze the levels and responsibilities of state and federal courts.</p> <ul style="list-style-type: none"> <li>• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li> <li>• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> <li>• Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul>
SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>• Students will analyze how states have challenged the national government regarding states’ rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.CG.3.14:	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when</li> </ul>



interpreting state or national law.

SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"><li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li><li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li><li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li><li>• Students will explain how government at all levels impacts the daily lives of citizens.</li></ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"><li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li></ul>
SS.912.E.2.2:	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p>
SS.912.G.1.2:	<p>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p>
SS.912.G.1.4:	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p>
SS.912.G.4.1:	<p>Interpret population growth and other demographic data for any given place.</p>
SS.912.H.1.6:	<p>Analyze how current events are explained by artistic and cultural trends of the past.</p>
SS.912.W.1.1:	<p>Use timelines to establish cause and effect relationships of historical events.</p>
SS.912.W.1.2:	<p>Compare time measurement systems used by different cultures.</p>
SS.912.W.1.3:	<p>Interpret and evaluate primary and secondary sources.</p>
SS.912.W.1.4:	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p>
SS.912.W.1.6:	<p>Evaluate the role of history in shaping identity and character.</p>
SS.912.W.2.18:	<p>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</p>
SS.912.W.5.4:	<p>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</p>
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"><li>• Analyze the problem in a way that makes sense given the task.</li><li>• Ask questions that will help with solving the task.</li><li>• Build perseverance by modifying methods as needed while solving a challenging task.</li><li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li><li>• Help and support each other when attempting a new method or approach.</li></ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"><li>• Cultivate a community of growth mindset learners.</li><li>• Foster perseverance in students by choosing tasks that are challenging.</li><li>• Develop students' ability to analyze and problem solve.</li><li>• Recognize students' effort when solving challenging problems.</li></ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>• Build understanding through modeling and using manipulatives.</li><li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li><li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li><li>• Express connections between concepts and representations.</li><li>• Choose a representation based on the given context or purpose.</li></ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>• Help students make connections between concepts and representations.</li><li>• Provide opportunities for students to use manipulatives when investigating concepts.</li><li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li><li>• Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
	<p><b>Complete tasks with mathematical fluency.</b></p>

MA.K12.MTR.3.1:

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.

- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p>

## General Course Information and Notes

## GENERAL NOTES

**Comprehensive Law** - The grade 9-12 Comprehensive Law course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice. This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2106375

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** COMPRE LAW HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

### Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 6-12)

Law (Secondary Grades 7-12)



# Legal Systems and Concepts (#2106380) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>Students will evaluate how the documents are connected to one another.</li> <li>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.1:	<p>Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> <li>Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>

Explain the importance of political and civic participation to the success of the United States' constitutional republic.

SS.912.CG.2.2:	<ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.2.8:	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li> <li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li> </ul>
SS.912.CG.2.11:	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> <li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to</li> </ul>

SS.912.CG.2.12:	<p>justify pro and con positions.</p> <ul style="list-style-type: none"> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.3.1:	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> <li>• Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).</li> <li>• Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.</li> <li>• Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.</li> </ul> <p><i>Note: The benchmark above has been revised to meet HB 395.</i></p>
SS.912.CG.3.2:	<p>Explain how the U.S. Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</li> <li>• Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</li> </ul>
SS.912.CG.3.3:	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</li> </ul>
SS.912.CG.3.4:	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p>



SS.912.CG.3.6:	<ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.8:	<p>Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li> </ul>
SS.912.CG.3.9:	<p>Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> <li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li> <li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>• Students will compare the decision-making process of judges compared to other political figures.</li> </ul>
SS.912.CG.3.10:	<p>Analyze the levels and responsibilities of state and federal courts.</p> <ul style="list-style-type: none"> <li>• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li> <li>• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> <li>• Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul>
SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>• Students will analyze how states have challenged the national government regarding states’ rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.CG.3.14:	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when</li> </ul>

interpreting state or national law.

SS.912.CG.3.15:	Explain how citizens are affected by the local, state and national governments. <ul style="list-style-type: none"><li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li><li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li><li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li><li>• Students will explain how government at all levels impacts the daily lives of citizens.</li></ul>
SS.912.CG.4.3:	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world. <ul style="list-style-type: none"><li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li></ul>
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:	<b>Demonstrate understanding by representing problems in multiple ways.</b> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>• Build understanding through modeling and using manipulatives.</li><li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li><li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li><li>• Express connections between concepts and representations.</li><li>• Choose a representation based on the given context or purpose.</li></ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>• Help students make connections between concepts and representations.</li><li>• Provide opportunities for students to use manipulatives when investigating concepts.</li><li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li><li>• Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
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**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Legal Systems and Concepts** – The grade 9-12 Legal Systems and Concepts course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, Civics and Government. The primary content for the course pertains to the examination of the American legal system and the nature of specific rights granted under the United States Constitution. Content should include, but is not limited to, the historical antecedents of laws and the basis for the creation of laws, the background, principles and applications of the United States Constitution, the rights protected by the Constitution and precedent-setting cases related to these rights, the process for enacting criminal laws at the state and local levels, the stages of the criminal justice system, the government and private agencies which provide services to individuals accused of crimes, the citizen's role in the legal system, the role of women and diverse cultural groups within the justice system, and careers in the justice system.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2106380

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences > **Abbreviated Title:** LEGAL SYSS & CONCS

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 6-12)

Law (Secondary Grades 7-12)

# Court Procedures (#2106390) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>• Students will evaluate how the documents are connected to one another.</li> <li>• Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>• Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
SS.912.CG.2.12:	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> <li>• Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the</li> </ul>

Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).

SS.912.CG.3.1:

- Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.
- Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.

*Note: The benchmark above has been revised to meet HB 395.*

SS.912.CG.3.2:

Explain how the U.S. Constitution safeguards and limits individual rights.

- Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
- Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

SS.912.CG.3.5:

Describe how independent regulatory agencies interact with the three branches of government and with citizens.

- Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.
- Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.

SS.912.CG.3.6:

Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.

- Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).
- Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
- Students will analyze the role of the "general welfare clause" and "necessary and proper clause" in granting Congress implied powers.
- Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).
- Students will explain how reserved powers define issues as matters for the people or the state governments.
- Students will compare the roles of expressed, implied, concurrent and reserved powers in United States' federalism.

SS.912.CG.3.7:

Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.

- Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.
- Students will describe the role of the Supreme Court and lesser federal courts.
- Students will explain what Article III says about judicial tenure, appointment and salaries.
- Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.

SS.912.CG.3.8:

Describe the purpose and function of judicial review in the American constitutional government.

- Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.
- Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.

SS.912.CG.3.9:

Compare the role of state and federal judges with other elected officials.

- Students will compare the ways state and federal judges are appointed compared to other elected officials.
- Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.
- Students will compare the decision-making process of judges compared to other political figures.

SS.912.CG.3.10:

Analyze the levels and responsibilities of state and federal courts.

- Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.
- Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.
- Students will contrast the differences among civil trials and criminal trials at the state level.
- Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).

Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

SS.912.CG.3.11:	<ul style="list-style-type: none"> <li>Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.CG.3.14:	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.</li> </ul>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.E.2.2:	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p>
SS.912.G.1.4:	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p>
SS.912.G.4.1:	<p>Interpret population growth and other demographic data for any given place.</p>
SS.912.H.1.6:	<p>Analyze how current events are explained by artistic and cultural trends of the past.</p>
SS.912.W.1.1:	<p>Use timelines to establish cause and effect relationships of historical events.</p>
SS.912.W.1.3:	<p>Interpret and evaluate primary and secondary sources.</p>
SS.912.W.1.4:	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p>
<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p>MA.K12.MTR.1.1:</p> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>	



**Demonstrate understanding by representing problems in multiple ways.**

MA.K12.MTR.2.1:

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

MA.K12.MTR.3.1:

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

MA.K12.MTR.4.1:

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

MA.K12.MTR.5.1:

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.

- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:	<p><b>Assess the reasonableness of solutions.</b></p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
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MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
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ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
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ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
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ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
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ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
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	Use the accepted rules governing a specific format to create quality work.
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ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Court Procedures** – The grade 9-12 Court Procedures course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

<b>Course Number:</b> 2106390	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Political Sciences >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> COURT PROCED
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Course Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

Political Science (Grades 6-12)



# Humane Letters 1 History (#2106410) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States.
SS.912.A.3.8:	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.4.5:	Examine causes, course, and consequences of United States involvement in World War I.
SS.912.A.7.1:	Identify causes for Post-World War II prosperity and its effects on American society.
SS.912.CG.1.1:	<p>Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.</p> <ul style="list-style-type: none"> <li>Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)).</li> </ul>
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>Students will evaluate how the documents are connected to one another.</li> <li>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p>

SS.912.CG.1.5:	<ul style="list-style-type: none"> <li>• Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>• Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>• Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.1:	<p>Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> <li>• Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>• Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>• Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>
SS.912.CG.2.2:	<p>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.2.8:	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li> <li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li> </ul>

Explain the process and procedures of elections at the state and national levels.

SS.912.CG.2.9:

- Students will identify the different primary formats and how political parties nominate candidates using primaries.
- Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).
- Students will explain the process by which candidates register to be part of state and national elections.
- Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).
- Students will evaluate the role of debates in elections.

Analyze factors that contribute to voter turnout in local, state and national elections.

SS.912.CG.2.10:

- Students will explain trends in voter turnout.
- Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).
- Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).

Evaluate political communication for bias, factual accuracy, omission and emotional appeal.

SS.912.CG.2.11:

- Students will compare the reporting on the same political event or issue from multiple perspectives.
- Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).
- Students will discuss the historical impact of political communication on American political process and public opinion.
- Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.

SS.912.CG.2.12:

- Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.
- Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.
- Students will analyze public policy solutions related to local, state and national issues.

Analyze the influence and effects of various forms of media and the internet in political communication.

SS.912.CG.2.13:

- Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).
- Students will describe how the methods used by political officials to communicate with the public has changed over time.
- Students will discuss the strengths and weaknesses of different methods of political communication.

Analyze how certain political ideologies conflict with the principles of freedom and democracy.

SS.912.CG.3.1:

- Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).
- Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.
- Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.

*Note: The benchmark above has been revised to meet HB 395.*

Explain how the U.S. Constitution safeguards and limits individual rights.

SS.912.CG.3.2:

- Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
- Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.

SS.912.CG.3.3:	<ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</li> </ul>
SS.912.CG.3.4:	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
SS.912.CG.3.6:	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.8:	<p>Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li> </ul>
SS.912.CG.3.9:	<p>Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> <li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li> <li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>• Students will compare the decision-making process of judges compared to other political figures.</li> </ul>
SS.912.CG.3.10:	<p>Analyze the levels and responsibilities of state and federal courts.</p> <ul style="list-style-type: none"> <li>• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li> <li>• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> <li>• Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul>



SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>• Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.CG.3.13:	<p>Explain how issues between Florida, other states and the national government are resolved.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of federalism as it applies to each issue.</li> <li>• Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).</li> </ul>
SS.912.CG.3.14:	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.</li> </ul>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
SS.912.CG.4.1:	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
	<p>Identify indicators of democratization in foreign countries.</p>

SS.912.CG.4.4:

- Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations’ governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

The Humane Letters 1 –History course has content strands of Geography, Civics and Government, and History. Goal of the course is understanding the foundational principles of the American Republic and the structures and frameworks of government that supports the constitutional republic. It will explore the philosophical ideas around the function of the state, civil society, political movements, and ideologies as well as comparative forms of government. Additionally, the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include philosophical influences of the American Founders, the fundamental ideas and events that shaped the founding of the United States, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

### GENERAL NOTES

#### Instructional Practices

Teaching from well-written, instructional materials enhance students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Usage of primary source documents
2. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
3. Making close reading and rereading of texts central to lessons.
4. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
5. Requiring students to support answers with evidence from the text.
6. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

**Course Number:** 2106410

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** United States Government

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** HUM LET 1 HISTORY

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

### Educator Certifications

Political Science (Grades 6-12)

History (Grades 6-12)

Social Science (Grades 6-12)

# Humane Letters 1 History Honors (#2106415) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States.
SS.912.A.3.8:	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.4.5:	Examine causes, course, and consequences of United States involvement in World War I.
SS.912.A.7.1:	Identify causes for Post-World War II prosperity and its effects on American society.
SS.912.CG.1.1:	<p>Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.</p> <ul style="list-style-type: none"> <li>Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)).</li> </ul>
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>Students will evaluate how the documents are connected to one another.</li> <li>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>Students will explain how the structure and function of the U.S. government reflects these political principles.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>• Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.1:	<p>Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> <li>• Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>• Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>• Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>
SS.912.CG.2.2:	<p>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.2.8:	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li> <li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li> </ul>
	<p>Explain the process and procedures of elections at the state and national levels.</p>

SS.912.CG.2.9:	<ul style="list-style-type: none"> <li>• Students will identify the different primary formats and how political parties nominate candidates using primaries.</li> <li>• Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).</li> <li>• Students will explain the process by which candidates register to be part of state and national elections.</li> <li>• Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).</li> <li>• Students will evaluate the role of debates in elections.</li> </ul>
SS.912.CG.2.10:	<p>Analyze factors that contribute to voter turnout in local, state and national elections.</p> <ul style="list-style-type: none"> <li>• Students will explain trends in voter turnout.</li> <li>• Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).</li> <li>• Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).</li> </ul>
SS.912.CG.2.11:	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> <li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
SS.912.CG.2.12:	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.3.1:	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> <li>• Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).</li> <li>• Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.</li> <li>• Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.</li> </ul> <p><i>Note: The benchmark above has been revised to meet HB 395.</i></p>
SS.912.CG.3.2:	<p>Explain how the U.S. Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</li> <li>• Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</li> </ul>
	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House</li> </ul>



SS.912.CG.3.3:	<p>of Representatives functions differently from the Senate.</p> <ul style="list-style-type: none"> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</li> </ul>
SS.912.CG.3.4:	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
SS.912.CG.3.6:	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.8:	<p>Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li> </ul>
SS.912.CG.3.9:	<p>Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> <li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li> <li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>• Students will compare the decision-making process of judges compared to other political figures.</li> </ul>
SS.912.CG.3.10:	<p>Analyze the levels and responsibilities of state and federal courts.</p> <ul style="list-style-type: none"> <li>• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li> <li>• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> <li>• Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul>

SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>• Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.CG.3.13:	<p>Explain how issues between Florida, other states and the national government are resolved.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of federalism as it applies to each issue.</li> <li>• Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).</li> </ul>
SS.912.CG.3.14:	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.</li> </ul>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
SS.912.CG.4.1:	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.CG.4.4:	<p>Identify indicators of democratization in foreign countries.</p> <ul style="list-style-type: none"> <li>• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation,</li> </ul>

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations’ governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

The Humane Letters 1 –History course has content strands of Geography, Civics and Government, and History. Goal of the course is understanding the foundational principles of the American Republic and the structures and frameworks of government that supports the constitutional republic. It will explore the philosophical ideas around the function of the state, civil society, political movements, and ideologies as well as comparative forms of government. Additionally, the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include philosophical influences of the American Founders, the fundamental ideas and events that shaped the founding of the United States, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

### GENERAL NOTES

#### Instructional Practices

Teaching from well-written, instructional materials enhance students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Usage of primary source documents

2. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
3. Making close reading and rereading of texts central to lessons.
4. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
5. Requiring students to support answers with evidence from the text.
6. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**GENERAL INFORMATION**

**Course Number:** 2106415

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** United States Government

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** HUM LET 1-HISTORY HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

**Educator Certifications**

Political Science (Grades 6-12)
History (Grades 6-12)
Social Science (Grades 6-12)

# Advanced Placement United States Government and Politics (#2106420) 2023 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

### GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html).

### GENERAL INFORMATION

**Course Number:** 2106420

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** United States Government

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** AP US GOVT/POL

**Course Length:** Semester (S)

**Course Attributes:**

- Advanced Placement (AP)

**Course Level:** 3

### Educator Certifications

Political Science (Grades 6-12)

History (Grades 6-12)

Social Science (Grades 6-12)

# Advanced Placement Comparative Government and Politics (#2106430) 2022 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html).

### GENERAL INFORMATION

**Course Number:** 2106430  
**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences > **Abbreviated Title:** AP COMP GOVT/POL  
**Number of Credits:** Half credit (.5)  
**Course Length:** Semester (S)  
**Course Attributes:**

- Advanced Placement (AP)

**Course Type:** Elective Course  
**Course Status:** State Board Approved  
**Grade Level(s):** 9,10,11,12  
**Course Level:** 3

### Educator Certifications

Political Science (Grades 6-12)
History (Grades 6-12)
Social Science (Grades 6-12)



# International Relations (#2106440) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.CG.4.1:	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
SS.912.W.8.2:	Describe characteristics of the early Cold War.
SS.912.W.8.3:	Summarize key developments in post-war China.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K.12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**International Relations** – The grade 9-12 International Relations course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the functions of the global community, the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals. Content should include, but is not limited to, the origins of the nation-state system, the role of power politics in the nuclear age, factors that influence relations among nations, such as world population growth, food and other resources, environment, human rights, terrorism, cultural differences, world trade, and technology, ways in which governments conduct foreign policy, the role of international organizations in promoting world peace, the role of women and diverse cultural groups within and among nations, and career opportunities available in international relations.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

**Course Number:** 2106440

**Number of Credits:** One (1) credit

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** INTL RLS

**Course Length:** Year (Y)

**Course Type:** Elective Course  
**Course Status:** Course Approved  
**Grade Level(s):** 9,10,11,12

**Course Level:** 2

**Educator Certifications**

Political Science (Grades 6-12)
Social Science (Grades 6-12)

# International Relations 2 Honors (#2106445) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
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SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.6.9:	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
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SS.912.W.8.3:	Summarize key developments in post-war China.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
	<b>Actively participate in effortful learning both individually and collectively.</b>
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	
	<b>Clarifications:</b>



Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p><b>Assess the reasonableness of solutions.</b></p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p>

ELA.K.12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**International Relations 2** – The grade 9-12 International Relations 2 course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the analysis of major approaches to the study of international relations with particular emphasis on key concepts, such as balance of power, collective agreements, and sovereignty and the application of these concepts to major issues of international security, economics, and diplomacy. Content should include, but is not limited to, an analysis and evaluation of contemporary international trade agreements, the role of the United Nations, aligned national groups, and Non-Governmental Organizations in global affairs, a comparison of current political ideologies, foreign policy, and power politics in the post nuclear age, factors that influence relations among nations, such as resources, preservation of the environment, human rights abuses, state sponsored terrorism, ethnic, religious and cultural differences, and access to technology, an analysis of contemporary issues and challenges from a global perspective, an analysis and evaluation of the policy goals and challenges confronting the world's democratic governments, and an investigation of career opportunities available in international relations.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

**Course Number:** 2106445

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** INTL RLS 2 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

**Educator Certifications**

Political Science (Grades 6-12)

Social Science (Grades 6-12)

# The American Political System: Process and Power Honors (#2106460) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.CG.1.1:	<p>Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.</p> <ul style="list-style-type: none"> <li>Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)).</li> </ul>
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>Students will evaluate how the documents are connected to one another.</li> <li>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
	Explain the constitutional provisions that establish and affect citizenship.

SS.912.CG.2.1:	<ul style="list-style-type: none"> <li>• Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>• Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>• Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>
SS.912.CG.2.2:	<p>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.2.8:	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li> <li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li> </ul>
SS.912.CG.2.9:	<p>Explain the process and procedures of elections at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify the different primary formats and how political parties nominate candidates using primaries.</li> <li>• Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).</li> <li>• Students will explain the process by which candidates register to be part of state and national elections.</li> <li>• Students will describe the different methods used to tabulate election results in state and national elections (i.e.,</li> </ul>

	<p>electronic voting, punch cards, fill-in ballots).</p> <ul style="list-style-type: none"> <li>• Students will evaluate the role of debates in elections.</li> </ul>
SS.912.CG.2.10:	<p>Analyze factors that contribute to voter turnout in local, state and national elections.</p> <ul style="list-style-type: none"> <li>• Students will explain trends in voter turnout.</li> <li>• Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).</li> <li>• Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).</li> </ul>
SS.912.CG.2.11:	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> <li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
SS.912.CG.2.12:	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.3.1:	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> <li>• Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).</li> <li>• Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.</li> <li>• Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.</li> </ul> <p><i>Note: The benchmark above has been revised to meet HB 395.</i></p>
SS.912.CG.3.2:	<p>Explain how the U.S. Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</li> <li>• Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</li> </ul>
SS.912.CG.3.3:	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the "enumerated powers" delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch</li> </ul>

of the government.

- Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).

SS.912.CG.3.4:	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution. <ul style="list-style-type: none"><li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li><li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li><li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li><li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li><li>• Students will describe the impeachment process.</li></ul>
SS.912.CG.3.5:	Describe how independent regulatory agencies interact with the three branches of government and with citizens. <ul style="list-style-type: none"><li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li><li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li></ul>
SS.912.CG.3.6:	Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution. <ul style="list-style-type: none"><li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li><li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li><li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li><li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li><li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li><li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li></ul>
SS.912.CG.3.7:	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution. <ul style="list-style-type: none"><li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li><li>• Students will describe the role of the Supreme Court and lesser federal courts.</li><li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li><li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li></ul>
SS.912.CG.3.8:	Describe the purpose and function of judicial review in the American constitutional government. <ul style="list-style-type: none"><li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li><li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li></ul>
SS.912.CG.3.9:	Compare the role of state and federal judges with other elected officials. <ul style="list-style-type: none"><li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li><li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li><li>• Students will compare the decision-making process of judges compared to other political figures.</li></ul>
SS.912.CG.3.10:	Analyze the levels and responsibilities of state and federal courts. <ul style="list-style-type: none"><li>• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li><li>• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li><li>• Students will contrast the differences among civil trials and criminal trials at the state level.</li><li>• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li></ul>
SS.912.CG.3.11:	Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution. <ul style="list-style-type: none"><li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li></ul>



- Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.
- Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>• Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.CG.3.13:	<p>Explain how issues between Florida, other states and the national government are resolved.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of federalism as it applies to each issue.</li> <li>• Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).</li> </ul>
SS.912.CG.3.14:	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.</li> </ul>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
SS.912.CG.4.1:	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.CG.4.4:	<p>Identify indicators of democratization in foreign countries.</p> <ul style="list-style-type: none"> <li>• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>
SS.912.G.4.1:	<p>Interpret population growth and other demographic data for any given place.</p>
SS.912.G.5.5:	<p>Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.</p>
SS.912.W.1.1:	<p>Use timelines to establish cause and effect relationships of historical events.</p>

SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p><b>Engage in discussions that reflect on the mathematical thinking of self and others.</b></p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b></p>

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by

the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations’ governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

### GENERAL NOTES

**The American Political System: Process and Power Honors** – The grade 9-12 The American Political System: Process and Power Honors course consists of the following content area strands: American History, Geography, Civics and Government. The primary content for the course pertains to the study of the political system in America and the dynamics of political issues. Content should include, but is not limited to, the nature of political behavior, power acquisition, maintenance, and extension, classical and modern political theorists, comparison of political systems, evolution of democratic political systems, functions of the three branches of government at the local, state and national levels, Florida government, including the Florida Constitution, municipal and county government, constitutional framework, federalism, and separation of power, including study of the Declaration of Independence, the U.S. Constitution, and the Federalist Papers, evolving role of political parties and interest groups in determining government policy, political decision-making process, the role of women and diverse cultural groups in the development of our political system, and career opportunities available in the government system.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor.

Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Special Notes:** Students earning credit in this course may not earn credit in American Government (2106310), American Government Honors (2106320), or The American Political System: Process and Power (2106450). Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at: <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2106460

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** United States Government

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** AMER POLIT SYSS HON

**Course Length:** Semester (S)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

### Educator Certifications

Political Science (Grades 6-12)

History (Grades 6-12)



# Constitutional Law Honors (#2106468) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>Students will evaluate how the documents are connected to one another.</li> <li>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.1:	<p>Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> <li>Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>

Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the

interests of individuals with the public good.

SS.912.CG.2.4:

- Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).
- Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.
- Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).

Analyze contemporary and historical examples of government-imposed restrictions on rights.

SS.912.CG.2.5:

- Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).
- Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).

Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

SS.912.CG.2.6:

- Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).
- Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

Analyze the impact of civic engagement as a means of preserving or reforming institutions.

SS.912.CG.2.7:

- Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).
- Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

Evaluate political communication for bias, factual accuracy, omission and emotional appeal.

SS.912.CG.2.11:

- Students will compare the reporting on the same political event or issue from multiple perspectives.
- Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).
- Students will discuss the historical impact of political communication on American political process and public opinion.
- Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.

SS.912.CG.2.12:

- Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.
- Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.
- Students will analyze public policy solutions related to local, state and national issues.

Analyze how certain political ideologies conflict with the principles of freedom and democracy.

SS.912.CG.3.1:

- Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).
- Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.
- Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.

*Note: The benchmark above has been revised to meet HB 395.*

Explain how the U.S. Constitution safeguards and limits individual rights.

SS.912.CG.3.2:

- Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
- Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional



	rights.
SS.912.CG.3.3:	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</li> </ul>
SS.912.CG.3.4:	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
SS.912.CG.3.6:	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.8:	<p>Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li> </ul>
SS.912.CG.3.9:	<p>Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> <li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li> <li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>• Students will compare the decision-making process of judges compared to other political figures.</li> </ul>
	<p>Analyze the levels and responsibilities of state and federal courts.</p> <ul style="list-style-type: none"> <li>• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li> </ul>

SS.912.CG.3.10:	<ul style="list-style-type: none"> <li>• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> <li>• Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul>
SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
SS.912.CG.3.12:	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>• Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.CG.3.14:	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.</li> </ul>
SS.912.E.2.2:	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p>
SS.912.G.1.2:	<p>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p>
SS.912.G.1.4:	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p>
SS.912.G.4.1:	<p>Interpret population growth and other demographic data for any given place.</p>
SS.912.H.1.6:	<p>Analyze how current events are explained by artistic and cultural trends of the past.</p>
SS.912.W.1.1:	<p>Use timelines to establish cause and effect relationships of historical events.</p>
SS.912.W.1.2:	<p>Compare time measurement systems used by different cultures.</p>
SS.912.W.1.3:	<p>Interpret and evaluate primary and secondary sources.</p>
SS.912.W.1.4:	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p>
SS.912.W.1.6:	<p>Evaluate the role of history in shaping identity and character.</p>
SS.912.W.2.18:	<p>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</p>
SS.912.W.5.4:	<p>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</p>
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p>

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

### **Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

#### **Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### **Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

#### **Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### **Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

#### **Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### **Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

#### **Clarifications:**

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
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MA.K12.MTR.6.1:	<p><b>Assess the reasonableness of solutions.</b></p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
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MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
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ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
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ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
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ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
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ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p>
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	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Constitutional Law** – The grade 9-12 Constitutional Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of major legal precedents and evolving judicial interpretations associated with the United States Constitution. Content should include, but is not limited to, the evaluation of historical and contemporary constitutional dilemmas through an analysis of legal documents, processes and cases; an examination of the evolution of constitutional government from ancient times to the present; a historical review of the British legal system and its role as a framework for the U.S. Constitution; the arguments in support of our republican form of government, as they are embodied in the the Federalist Papers; an examination of the constitution of the state of Florida, its current amendment process, and recent amendments approved by Florida voters; a comparison between the constitutional frameworks of other nations with that of the United States; a review and application of major Supreme Court decisions and the impact of both majority and minority opinions; the understanding of constitutional concepts and provisions establishing the power of the courts including separation of powers, checks and balances, the rule of law, an independent judiciary, and judicial review; and appellate processes and procedures to address constitutional questions.

This course will incorporate the development of a written appellate brief addressing a contemporary constitutional question and the presentation of oral arguments to defend their position legally. This course is designed to provide an in-depth study of this topic to students who are interested in pursuing post secondary careers in law, law enforcement, governmental service, or a law related field.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**GENERAL INFORMATION**

**Course Number:** 2106468

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** CONST LAW HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

**Educator Certifications**

Political Science (Secondary Grades 7-12)

Social Science (Grades 6-12)

Law (Secondary Grades 7-12)

# Cambridge AICE Law 1 AS Level (#2106470) 2020 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2106470

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences > **Abbreviated Title:** AICE LAW 1 AS LEVEL

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 6-12)

History (Grades 6-12)

# Cambridge AICE Law 2 A Level (#2106475) 2020 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2106475

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** AICE LAW 2 A LEVEL

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 6-12)

History (Grades 6-12)



# Florida's Preinternational Baccalaureate United States Government (#2106800) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.CG.1.1:	<p>Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.</p> <ul style="list-style-type: none"> <li>Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)).</li> </ul>
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.3:	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>Students will evaluate how the documents are connected to one another.</li> <li>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.1:	<p>Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> <li>Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>
SS.912.CG.2.2:	<p>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> </ul>

- Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).

SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.2.8:	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li> <li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li> </ul>
SS.912.CG.2.9:	<p>Explain the process and procedures of elections at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify the different primary formats and how political parties nominate candidates using primaries.</li> <li>• Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).</li> <li>• Students will explain the process by which candidates register to be part of state and national elections.</li> <li>• Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).</li> <li>• Students will evaluate the role of debates in elections.</li> </ul>
SS.912.CG.2.10:	<p>Analyze factors that contribute to voter turnout in local, state and national elections.</p> <ul style="list-style-type: none"> <li>• Students will explain trends in voter turnout.</li> <li>• Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).</li> <li>• Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).</li> </ul>
	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p>

SS.912.CG.2.11:	<ul style="list-style-type: none"> <li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
SS.912.CG.2.12:	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.3.1:	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> <li>• Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).</li> <li>• Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.</li> <li>• Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Analyze how certain political ideologies conflict with the principles of freedom and democracy.</li> </ul> <p><i>Note: The benchmark above has been revised to meet HB 395.</i></p>
SS.912.CG.3.2:	<p>Explain how the U.S. Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</li> <li>• Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</li> </ul>
SS.912.CG.3.3:	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the "enumerated powers" delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</li> </ul>
SS.912.CG.3.4:	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative</li> </ul>

	<p>branches of the government.</p> <ul style="list-style-type: none"> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li> <li>• Students will describe the impeachment process.</li> </ul>
SS.912.CG.3.5:	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
SS.912.CG.3.6:	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul>
SS.912.CG.3.7:	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
SS.912.CG.3.8:	<p>Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li> </ul>
SS.912.CG.3.9:	<p>Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> <li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li> <li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>• Students will compare the decision-making process of judges compared to other political figures.</li> </ul>
SS.912.CG.3.10:	<p>Analyze the levels and responsibilities of state and federal courts.</p> <ul style="list-style-type: none"> <li>• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li> <li>• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> <li>• Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul>
SS.912.CG.3.11:	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>).</li> <li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> <li>• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> </ul>

SS.912.CG.3.12:	<ul style="list-style-type: none"> <li>• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>• Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
SS.912.CG.3.13:	<p>Explain how issues between Florida, other states and the national government are resolved.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of federalism as it applies to each issue.</li> <li>• Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).</li> </ul>
SS.912.CG.3.14:	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.</li> </ul>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
SS.912.CG.4.1:	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.CG.4.4:	<p>Identify indicators of democratization in foreign countries.</p> <ul style="list-style-type: none"> <li>• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>
SS.912.G.4.1:	<p>Interpret population growth and other demographic data for any given place.</p>
SS.912.G.5.5:	<p>Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.</p>
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p><b>Assess the reasonableness of solutions.</b></p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>

	<b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the state academic standards (SAS) and standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** *Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes. [https://ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted.



Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## GENERAL INFORMATION

**Course Number:** 2106800

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10

**Graduation Requirement:** United States Government

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** FL PRE-IB US GOVT

**Course Length:** Semester (S)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

### Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# International Baccalaureate World Politics 1 (#2106810) 2014 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2106810

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** IB WORLD POLITICS 1

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 6-12)

Law (Secondary Grades 7-12)

# International Baccalaureate Global Politics 1 (#2106850) 2016 - And Beyond

(current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2106850

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences > **Abbreviated Title:** IB GLOBAL POLITICS 1

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 6-12)

# International Baccalaureate Global Politics 2 (#2106855) 2016 - And Beyond

(current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2106855

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences > **Abbreviated Title:** IB GLOBAL POLITICS 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 6-12)

# International Baccalaureate Global Politics 3 (#2106860) 2016 - And Beyond

(current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2106860

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences > **Abbreviated Title:** IB GLOBAL POLITICS 3

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 6-12)

# Psychology 1 (#2107300) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.P.1.1:	Define psychology as a discipline and identify its goals as a science.
SS.912.P.1.2:	Describe the emergence of psychology as a scientific discipline.
SS.912.P.1.3:	Describe perspectives employed to understand behavior and mental processes.
SS.912.P.1.4:	Discuss the value of both basic and applied psychological research with human and non-human animals.
SS.912.P.1.5:	Describe the major subfields of psychology.
SS.912.P.6.1:	Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
SS.912.P.6.2:	Explain issues of continuity/discontinuity and stability/change.
SS.912.P.6.3:	Distinguish methods used to study development.
SS.912.P.6.4:	Describe the role of sensitive and critical periods in development.
SS.912.P.6.5:	Discuss issues related to the end of life.
SS.912.P.6.6:	Discuss theories of cognitive development.
SS.912.P.6.7:	Discuss theories of moral development.
SS.912.P.6.8:	Discuss theories of social development.
SS.912.P.6.9:	Describe physical development from conception through birth and identify influences on prenatal development.
SS.912.P.6.10:	Describe newborns' reflexes, temperament, and abilities.
SS.912.P.6.11:	Describe physical and motor development in infancy.
SS.912.P.6.12:	Describe how infant perceptual abilities and intelligence develop.
SS.912.P.6.13:	Describe the development of attachment and the role of the caregiver.
SS.912.P.6.14:	Describe the development of communication and language in infancy.
SS.912.P.6.15:	Describe physical and motor development in childhood.
SS.912.P.6.16:	Describe how memory and thinking ability develops in childhood.
SS.912.P.7.1:	Describe the principles of classical conditioning.
SS.912.P.7.2:	Describe clinical and experimental examples of classical conditioning.
SS.912.P.7.3:	Apply classical conditioning to everyday life.
SS.912.P.7.4:	Describe the Law of Effect.
SS.912.P.7.5:	Describe the principles of operant conditioning.
SS.912.P.7.6:	Describe clinical and experimental examples of operant conditioning.
SS.912.P.7.7:	Apply operant conditioning to everyday life.
SS.912.P.7.8:	Describe the principles of observational and cognitive learning.
SS.912.P.7.9:	Apply observational and cognitive learning to everyday life.
SS.912.P.8.1:	Describe the structure and function of language.
SS.912.P.8.2:	Discuss the relationship between language and thought.
SS.912.P.8.3:	Explain the process of language acquisition.
SS.912.P.8.4:	Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
SS.912.P.8.5:	Evaluate the theories of language acquisition.
SS.912.P.8.6:	Identify the brain structures associated with language.
SS.912.P.8.7:	Discuss how damage to the brain may affect language.
SS.912.P.11.1:	Identify factors that influence encoding.
SS.912.P.11.2:	Characterize the difference between shallow (surface) and deep (elaborate) processing.
SS.912.P.11.3:	Discuss strategies for improving the encoding of memory.
SS.912.P.11.4:	Describe the differences between working memory and long-term memory.
SS.912.P.11.5:	Identify and explain biological processes related to how memory is stored.
SS.912.P.11.6:	Discuss types of memory and memory disorders (e.g., amnesias, dementias).
SS.912.P.11.7:	Discuss strategies for improving the storage of memories.
SS.912.P.11.8:	Analyze the importance of retrieval cues in memory.
SS.912.P.11.9:	Explain the role that interference plays in retrieval.
SS.912.P.11.10:	Discuss the factors influencing how memories are retrieved.
SS.912.P.11.11:	Explain how memories can be malleable.
SS.912.P.11.12:	Discuss strategies for improving the retrieval of memories.
SS.912.P.12.1:	Define cognitive processes involved in understanding information.

SS.912.P.12.2:	Define processes involved in problem solving and decision making.
SS.912.P.12.3:	Discuss non-human problem-solving abilities.
SS.912.P.12.4:	Describe obstacles to problem solving.
SS.912.P.12.5:	Describe obstacles to decision making.
SS.912.P.12.6:	Describe obstacles to making good judgments.
SS.912.P.16.1:	Evaluate psychodynamic theories.
SS.912.P.16.2:	Evaluate trait theories.
SS.912.P.16.3:	Evaluate humanistic theories.
SS.912.P.16.4:	Evaluate social-cognitive theories.
SS.912.P.16.5:	Differentiate personality assessment techniques.
SS.912.P.16.6:	Discuss the reliability and validity of personality assessment techniques.
SS.912.P.16.7:	Discuss biological and situational influences.
SS.912.P.16.8:	Discuss stability and change.
SS.912.P.16.9:	Discuss connection to health and work on personality.
SS.912.P.16.10:	Discuss self-concept.
SS.912.P.16.11:	Analyze how individualistic and collectivistic cultural perspectives relate to personality.
SS.912.P.17.1:	Define psychologically abnormal behavior.
SS.912.P.17.2:	Describe historical and cross-cultural views of abnormality.
SS.912.P.17.3:	Describe major models of abnormality.
SS.912.P.17.4:	Discuss how stigma relates to abnormal behavior.
SS.912.P.17.5:	Discuss the impact of psychological disorders on the individual, family, and society.
SS.912.P.17.6:	Describe the classification of psychological disorders.
SS.912.P.17.7:	Discuss the challenges associated with diagnosis.
SS.912.P.17.8:	Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
SS.912.P.17.9:	Evaluate how different factors influence an individual's experience of psychological disorders.
SS.912.P.18.1:	Explain how psychological treatments have changed over time and among cultures.
SS.912.P.18.2:	Match methods of treatment to psychological perspectives.
SS.912.P.18.3:	Explain why psychologists use a variety of treatment options.
SS.912.P.18.4:	Identify biomedical treatments.
SS.912.P.18.5:	Identify psychological treatments.
SS.912.P.18.6:	Describe appropriate treatments for different age groups.
SS.912.P.18.7:	Evaluate the efficacy of treatments for particular disorders.
SS.912.P.18.8:	Identify other factors that improve the efficacy of treatment.
SS.912.P.18.9:	Identify treatment providers for psychological disorders and the training required for each.
SS.912.P.18.10:	Identify ethical challenges involved in delivery of treatment.
SS.912.P.19.1:	Define stress as a psychophysiological reaction.
SS.912.P.19.2:	Identify and explain potential sources of stress.
SS.912.P.19.3:	Explain physiological and psychological consequences of stress for health.
SS.912.P.19.4:	Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.
SS.912.P.19.5:	Identify ways to promote mental health and physical fitness.
SS.912.P.19.6:	Describe the characteristics of and factors that promote resilience and optimism.
SS.912.P.19.7:	Distinguish between effective and ineffective means of dealing with stressors and other health issues.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

MA.K12.MTR.2.1:

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

MA.K12.MTR.3.1:

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

MA.K12.MTR.4.1:

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

MA.K12.MTR.5.1:

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.



- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:	<p><b>Assess the reasonableness of solutions.</b></p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
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MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
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ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
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ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
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ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
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ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
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	Use the accepted rules governing a specific format to create quality work.
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ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Psychology 1** - Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2107300

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Psychology >

**Abbreviated Title:** PSYCH 1

**Course Length:** Semester (S)

**Course Level:** 2

**Educator Certifications**

Psychology (Grades 6-12)

Guidance & Counseling (Preschool-Secondary PK-12)

School Psychologist (Preschool-Secondary PK-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# Psychology 2 (#2107310) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.P.2.1:	Describe the scientific method and its role in psychology.
SS.912.P.2.2:	Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.
SS.912.P.2.3:	Define systematic procedures used to improve the validity of research findings, such as external validity.
SS.912.P.2.4:	Discuss how and why psychologists use non-human animals in research.
SS.912.P.2.5:	Identify ethical standards psychologists must address regarding research with human participants.
SS.912.P.2.6:	Identify ethical guidelines psychologists must address regarding research with non-human animals.
SS.912.P.2.7:	Define descriptive statistics and explain how they are used by psychological scientists.
SS.912.P.2.8:	Define forms of qualitative data and explain how they are used by psychological scientists.
SS.912.P.2.9:	Define correlation coefficients and explain their appropriate interpretation.
SS.912.P.2.10:	Interpret graphical representations of data as used in both quantitative and qualitative methods.
SS.912.P.2.11:	Explain other statistical concepts, such as statistical significance and effect size.
SS.912.P.2.12:	Explain how validity and reliability of observations and measurements relate to data analysis.
SS.912.P.3.1:	Identify the major divisions and subdivisions of the human nervous system.
SS.912.P.3.2:	Identify the parts of the neuron and describe the basic process of neural transmission.
SS.912.P.3.3:	Differentiate between the structures and functions of the various parts of the central nervous system.
SS.912.P.3.4:	Describe lateralization of brain functions.
SS.912.P.3.5:	Discuss the mechanisms and the importance of plasticity of the nervous system.
SS.912.P.3.6:	Describe how the endocrine glands are linked to the nervous system.
SS.912.P.3.7:	Describe the effects of hormones on behavior and mental processes.
SS.912.P.3.8:	Describe hormone effects on the immune system.
SS.912.P.3.9:	Describe concepts in genetic transmission.
SS.912.P.3.10:	Describe the interactive effects of heredity and environment.
SS.912.P.4.1:	Discuss processes of sensation and perception and how they interact
SS.912.P.4.2:	Explain the concepts of threshold and adaptation.
SS.912.P.4.3:	List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.
SS.912.P.4.4:	Describe the visual sensory system.
SS.912.P.4.5:	Describe the auditory sensory system.
SS.912.P.4.6:	Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).
SS.912.P.4.7:	Explain Gestalt principles of perception.
SS.912.P.4.8:	Describe binocular and monocular depth cues.
SS.912.P.4.9:	Describe the importance of perceptual constancies.
SS.912.P.4.10:	Describe perceptual illusions.
SS.912.P.4.11:	Describe the nature of attention.
SS.912.P.4.12:	Explain how experiences and expectations influence perception.
SS.912.P.5.1:	Identify states of consciousness.
SS.912.P.5.2:	Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit).
SS.912.P.5.3:	Describe the circadian rhythm and its relation to sleep.
SS.912.P.5.4:	Describe the sleep cycle.
SS.912.P.5.5:	Compare theories about the functions of sleep.
SS.912.P.5.6:	Describe types of sleep disorders.
SS.912.P.5.7:	Compare theories about the functions of dreams.
SS.912.P.5.8:	Characterize the major categories of psychoactive drugs and their effects.
SS.912.P.5.9:	Describe how psychoactive drugs act at the synaptic level.
SS.912.P.9.1:	Describe attributional explanations of behavior.
SS.912.P.9.2:	Describe the relationship between attitudes (implicit and explicit) and behavior.
SS.912.P.9.3:	Identify persuasive methods used to change attitudes.
SS.912.P.9.4:	Describe the power of the situation.
SS.912.P.9.5:	Describe effects of others' presence on individuals' behavior.

SS.912.P.9.6:	Describe how group dynamics influence behavior.
SS.912.P.9.7:	Discuss how an individual influences group behavior.
SS.912.P.9.8:	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
SS.912.P.9.9:	Describe determinants of prosocial behavior.
SS.912.P.9.10:	Discuss influences upon aggression and conflict.
SS.912.P.9.11:	Discuss factors influencing attraction and relationships.
SS.912.P.10.1:	Define culture and diversity.
SS.912.P.10.2:	Identify how cultures change over time and vary within nations and internationally.
SS.912.P.10.3:	Discuss the relationship between culture and conceptions of self and identity.
SS.912.P.10.4:	Discuss psychological research examining race and ethnicity.
SS.912.P.10.5:	Discuss psychological research examining socioeconomic status.
SS.912.P.10.6:	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
SS.912.P.10.7:	Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.
SS.912.P.10.8:	Discuss the psychological research on gender and how the roles of women and men in societies are perceived.
SS.912.P.10.9:	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
SS.912.P.10.10:	Discuss psychological research examining differences in individual cognitive and physical abilities.
SS.912.P.10.11:	Examine societal treatment of people with disabilities and the effect of treatment by others on individual identity/status.
SS.912.P.13.1:	Discuss intelligence as a general factor.
SS.912.P.13.2:	Discuss alternative conceptualizations of intelligence.
SS.912.P.13.3:	Describe the extremes of intelligence.
SS.912.P.13.4:	Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
SS.912.P.13.5:	Identify current methods of assessing human abilities.
SS.912.P.13.6:	Identify measures of and data on reliability and validity for intelligence test scores.
SS.912.P.13.7:	Discuss issues related to the consequences of intelligence testing.
SS.912.P.13.8:	Discuss the influences of biological, cultural, and environmental factors on intelligence.
SS.912.P.14.1:	Explain biologically based theories of motivation.
SS.912.P.14.2:	Explain cognitively based theories of motivation.
SS.912.P.14.3:	Explain humanistic theories of motivation.
SS.912.P.14.4:	Explain the role of culture in human motivation.
SS.912.P.14.5:	Discuss eating behavior.
SS.912.P.14.6:	Discuss achievement motivation.
SS.912.P.14.7:	Discuss other ways in which humans and non-human animals are motivated.
SS.912.P.15.1:	Explain the biological and cognitive components of emotion.
SS.912.P.15.2:	Discuss psychological research on basic human emotions.
SS.912.P.15.3:	Differentiate among theories of emotional experience.
SS.912.P.15.4:	Explain how biological factors influence emotional interpretation and expression.
SS.912.P.15.5:	Explain how culture and gender influence emotional interpretation and expression.
SS.912.P.15.6:	Explain how other environmental factors influence emotional interpretation and expression.
SS.912.P.15.7:	Identify biological and environmental influences on the expression experience of negative emotions, such as fear.
SS.912.P.15.8:	Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.
SS.912.P.20.1:	Identify careers in psychological science and practice.
SS.912.P.20.2:	Identify resources to help select psychology programs for further study.
SS.912.P.20.3:	Identify degree requirements for psychologists and psychology-related careers.
SS.912.P.20.4:	Identify careers related to psychology.
SS.912.P.20.5:	Discuss ways in which psychological science addresses domestic and global issues.
SS.912.P.20.6:	Identify careers in psychological science that have evolved as a result of domestic and global issues.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:	<p><b>Assess the reasonableness of solutions.</b></p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
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MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
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ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
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ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
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ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
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ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p>
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In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Psychology 2** - Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

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This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

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<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### Additional Instructional Resources:

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## GENERAL INFORMATION

<b>Course Number:</b> 2107310	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Psychology > <b>Abbreviated Title:</b> PSYCH 2
<b>Number of Credits:</b> Half credit (.5)	<b>Course Length:</b> Semester (S)
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 2
<b>Course Status:</b> State Board Approved	
<b>Grade Level(s):</b> 9,10,11,12	



**Educator Certifications**

Psychology (Grades 6-12)

Guidance & Counseling (Preschool-Secondary PK-12)

School Psychologist (Preschool-Secondary PK-12)

Social Science (Grades 6-12)

# Advanced Placement Psychology (#2107350) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html).

### GENERAL INFORMATION

**Course Number:** 2107350

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** Psychology >

**Abbreviated Title:** AP PSYCH

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced Placement (AP)

**Course Level:** 3

### Educator Certifications

Psychology (Grades 6-12)

School Psychologist (Preschool-Secondary PK-12)

Guidance & Counseling (Preschool-Secondary PK-12)

Social Science (Grades 6-12)

# Cambridge AICE Psychology 1 AS Level (#2107360) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2107360

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Psychology >

**Abbreviated Title:** AICE PSYCH 1 AS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

Psychology (Grades 6-12)

Guidance & Counseling (Preschool-Secondary PK-12)

School Psychologist (Preschool-Secondary PK-12)

Social Science (Grades 6-12)

# Cambridge AICE Psychology 2 A Level (#2107370) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2107370

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** Psychology >

**Abbreviated Title:** AICE PSYCH 2 AL

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

Psychology (Grades 6-12)

Guidance & Counseling (Preschool-Secondary PK-12)

School Psychologist (Preschool-Secondary PK-12)

Social Science (Grades 6-12)

# International Baccalaureate Psychology 1 (#2107800) 2014 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2107800

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Psychology >

**Abbreviated Title:** IB PSYCHOLOGY 1

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

### Educator Certifications

Psychology (Grades 6-12)

School Psychologist (Preschool-Secondary PK-12)

Guidance & Counseling (Preschool-Secondary PK-12)

Social Science (Grades 6-12)

# International Baccalaureate Psychology 2 (#2107810) 2014 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 2107810	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Psychology >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB PSYCHOLOGY 2
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Psychology (Grades 6-12)
Guidance & Counseling (Preschool-Secondary PK-12)
School Psychologist (Preschool-Secondary PK-12)
Social Science (Grades 6-12)

# International Baccalaureate Psychology 3 (#2107820) 2014 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 2107820	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Psychology >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB PSYCHOLOGY 3
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Psychology (Grades 6-12)
School Psychologist (Preschool-Secondary PK-12)
Guidance & Counseling (Preschool-Secondary PK-12)
Social Science (Grades 6-12)

# Sociology (#2108300) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.S.1.1:	Discuss the development of the field of sociology as a social science.
SS.912.S.1.2:	Identify early leading theorists within social science.
SS.912.S.1.3:	Compare sociology with other social science disciplines.
SS.912.S.1.4:	Examine changing points of view of social issues, such as poverty, crime and discrimination.
SS.912.S.1.5:	Evaluate various types of sociologic research methods.
SS.912.S.1.6:	Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
SS.912.S.1.7:	Determine cause-and-effect relationship issues among events as they relate to sociology.
SS.912.S.1.8:	Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.
SS.912.S.1.9:	Develop a working definition of sociology that has personal application.
SS.912.S.2.1:	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.2:	Explain the differences between a culture and a society.
SS.912.S.2.3:	Recognize the influences of genetic inheritance and culture on human behavior.
SS.912.S.2.4:	Give examples of subcultures and describe what makes them unique.
SS.912.S.2.5:	Compare social norms among various subcultures.
SS.912.S.2.6:	Identify the factors that promote cultural diversity within the United States.
SS.912.S.2.7:	Explain how various practices of the culture create differences within group behavior.
SS.912.S.2.8:	Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.S.2.10:	Identify both rights and responsibilities the individual has to the group.
SS.912.S.2.11:	Demonstrate democratic approaches to managing disagreements and resolving conflicts within a culture.
SS.912.S.2.12:	Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community.
SS.912.S.3.1:	Describe how social status affects social order.
SS.912.S.3.2:	Explain how roles and role expectations can lead to role conflict.
SS.912.S.3.3:	Examine and analyze various points of view relating to historical and current events.
SS.912.S.4.1:	Describe how individuals are affected by the different social groups to which they belong.
SS.912.S.4.2:	Identify major characteristics of social groups familiar to the students.
SS.912.S.4.3:	Examine the ways that groups function, such as roles, interactions and leadership.
SS.912.S.4.4:	Discuss the social norms of at least two groups to which the student belongs.
SS.912.S.4.5:	Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.
SS.912.S.4.6:	Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.
SS.912.S.4.7:	Discuss the concept of deviance and how society discourages deviant behavior using social control.
SS.912.S.4.8:	Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.
SS.912.S.4.9:	Discuss how formal organizations influence behavior of their members.
SS.912.S.4.10:	Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.
SS.912.S.4.11:	Discuss how humans interact in a variety of social settings.
SS.912.S.4.12:	Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.
SS.912.S.4.13:	Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.
SS.912.S.5.1:	Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.
SS.912.S.5.2:	Discuss the concept of political power and factors that influence political power.
SS.912.S.5.3:	Discuss how societies recognize rites of passage.
SS.912.S.5.4:	Investigate stereotypes of the various United States subcultures, such as "American Indian," "American cowboys," "teenagers," "Americans," "gangs," and "hippies," from a world perspective.
SS.912.S.5.5:	Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
SS.912.S.5.6:	Identify the factors that influence change in social norms over time.



SS.912.S.5.7:	Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.
SS.912.S.5.8:	Analyze the primary and secondary groups common to different age groups in society.
SS.912.S.5.9:	Conduct research and analysis on an issue associated with social structure or social institutions.
SS.912.S.5.10:	Identify both rights and responsibilities the individual has to primary and secondary groups.
SS.912.S.5.11:	Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution.
SS.912.S.5.12:	Explain how roles and role expectations can lead to role conflict.
SS.912.S.6.1:	Describe how and why societies change over time.
SS.912.S.6.2:	Examine various social influences that can lead to immediate and long-term changes.
SS.912.S.6.3:	Describe how collective behavior can influence and change society.
SS.912.S.6.4:	Examine how technological innovations and scientific discoveries have influenced major social institutions.
SS.912.S.6.5:	Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.
SS.912.S.6.6:	Describe how the role of the mass media has changed over time and project what changes might occur in the future.
SS.912.S.6.7:	Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.
SS.912.S.6.8:	Investigate the consequences in society as result of changes.
SS.912.S.6.9:	Trace the development of the use of a specific type of technology in the community.
SS.912.S.6.10:	Propose a plan to improve a social structure, and design the means needed to implement the change.
SS.912.S.6.11:	Cite examples of the use of technology in social research.
SS.912.S.6.12:	Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.
SS.912.S.7.1:	Identify characteristics of a "social" problem, as opposed to an "individual" problem.
SS.912.S.7.2:	Describe how social problems have changed over time.
SS.912.S.7.3:	Explain how patterns of behavior are found with certain social problems.
SS.912.S.7.4:	Discuss the implications of social problems for society.
SS.912.S.7.5:	Examine how individual and group responses are often associated with social problems.
SS.912.S.7.6:	Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.
SS.912.S.7.7:	Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.
SS.912.S.7.8:	Design and carry out school- and community-based projects to address a local aspect of a social problem.
SS.912.S.8.1:	Describe traditions, roles, and expectations necessary for a community to continue.
SS.912.S.8.2:	Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.
SS.912.S.8.3:	Discuss theories that attempt to explain collective behavior.
SS.912.S.8.4:	Define a social issue to be analyzed.
SS.912.S.8.5:	Examine factors that could lead to the breakdown and disruption of an existing community.
SS.912.S.8.6:	Discuss the impact of leaders of different social movements.
SS.912.S.8.7:	Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.
SS.912.S.8.8:	Discuss both the benefits and social costs of collective behavior in society.
SS.912.S.8.9:	Identify a community social problem and discuss appropriate actions to address the problem.
SS.912.S.8.10:	Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> <p><b>Demonstrate understanding by representing problems in multiple ways.</b></p>

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills

ELA.K12.EE.5.1:

appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

ELA.K12.EE.6.1: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Sociology** - Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2108300

**Course Path:** Section: Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Sociology >

**Abbreviated Title:** SOCIOLOGY

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

Sociology (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# Cambridge AICE Sociology 1 AS Level (#2108310) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2108310

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** Sociology >

**Abbreviated Title:** AICE SOCIOLOGY 1 AS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

Sociology (Grades 6-12)

Social Science (Grades 6-12)

# Cambridge AICE Sociology 2 A Level (#2108320) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2108320

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Sociology >

**Abbreviated Title:** AICE SOCIOLOGY 2 AL

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

Sociology (Grades 6-12)

Social Science (Grades 6-12)

# M/J World History (#2109010) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.6.CG.1.1:	Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic. <ul style="list-style-type: none"> <li>• Students will identify and explain the democratic principles of government in ancient Greece.</li> <li>• Students will compare and contrast the political systems of ancient Greece and modern-day United States.</li> <li>• Students will recognize the influence of ancient Greece on the American political process.</li> </ul>
SS.6.CG.1.2:	Analyze the influence of ancient Rome on the United States' constitutional republic. <ul style="list-style-type: none"> <li>• Students will compare and contrast the political systems in ancient Rome and modern-day United States.</li> <li>• Students will recognize the influence of ancient Rome on the American political process.</li> </ul>
SS.6.CG.1.3:	Examine rule of law in the ancient world and its influence on the United States' constitutional republic. <ul style="list-style-type: none"> <li>• Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations.</li> <li>• Students will recognize that the rule of law is a foundational principle of the U.S. government.</li> </ul>
SS.6.CG.1.4:	Examine examples of civic leadership and virtue in ancient Greece and ancient Rome. <ul style="list-style-type: none"> <li>• Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world.</li> </ul>
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.2:	Describe and identify traditional and command economies as they appear in different civilizations.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.



SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.4.4:	Map and analyze the impact of the spread of various belief systems in the ancient world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3:	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.2:	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.5:	Describe the roles of historians and recognize varying historical interpretations (historiography).
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.2.1:	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
SS.6.W.2.2:	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
SS.6.W.2.3:	Identify the characteristics of civilization.
SS.6.W.2.4:	Compare the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.2.5:	Summarize important achievements of Egyptian civilization.
SS.6.W.2.6:	Determine the contributions of key figures from ancient Egypt.
SS.6.W.2.7:	Summarize the important achievements of Mesopotamian civilization.
SS.6.W.2.8:	Determine the impact of key figures from ancient Mesopotamian civilizations.
SS.6.W.2.9:	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.
SS.6.W.2.10:	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.2:	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
SS.6.W.3.3:	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
SS.6.W.3.4:	Explain the causes and effects of the Persian and Peloponnesian Wars.
SS.6.W.3.5:	Summarize the important achievements and contributions of ancient Greek civilization.
SS.6.W.3.6:	Determine the impact of key figures from ancient Greece.
SS.6.W.3.7:	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
SS.6.W.3.8:	Determine the impact of significant figures associated with ancient Rome.
SS.6.W.3.9:	Explain the impact of the Punic Wars on the development of the Roman Empire.
SS.6.W.3.10:	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.W.3.11:	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
SS.6.W.3.12:	Explain the causes for the growth and longevity of the Roman Empire.
SS.6.W.3.13:	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
SS.6.W.3.14:	Describe the key achievements and contributions of Roman civilization.
SS.6.W.3.15:	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
SS.6.W.3.16:	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
SS.6.W.3.17:	Explain the spread and influence of the Latin language on Western Civilization.
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.2:	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4:	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
SS.6.W.4.5:	Summarize the important achievements and contributions of ancient Indian civilization.
SS.6.W.4.6:	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

SS.6.W.4.7:	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
SS.6.W.4.8:	Describe the contributions of classical and post classical China.
SS.6.W.4.9:	Identify key figures from classical and post classical China.
SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
SS.6.W.4.11:	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### **Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

#### **Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### **Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

#### **Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### **Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

#### **Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### **Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

#### **Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.6.C.2.4:	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p>

## General Course Information and Notes

### GENERAL NOTES

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

**Course Number:** 2109010

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories > **Abbreviated Title:** M/J WORLD HIST  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Middle Grades Integrated Curriculum (Middle Grades 5-9)
History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

# M/J World History and Career Planning (#2109015) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.6.CG.1.1:	Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic. <ul style="list-style-type: none"> <li>• Students will identify and explain the democratic principles of government in ancient Greece.</li> <li>• Students will compare and contrast the political systems of ancient Greece and modern-day United States.</li> <li>• Students will recognize the influence of ancient Greece on the American political process.</li> </ul>
SS.6.CG.1.2:	Analyze the influence of ancient Rome on the United States' constitutional republic. <ul style="list-style-type: none"> <li>• Students will compare and contrast the political systems in ancient Rome and modern-day United States.</li> <li>• Students will recognize the influence of ancient Rome on the American political process.</li> </ul>
SS.6.CG.1.3:	Examine rule of law in the ancient world and its influence on the United States' constitutional republic. <ul style="list-style-type: none"> <li>• Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations.</li> <li>• Students will recognize that the rule of law is a foundational principle of the U.S. government.</li> </ul>
SS.6.CG.1.4:	Examine examples of civic leadership and virtue in ancient Greece and ancient Rome. <ul style="list-style-type: none"> <li>• Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world.</li> </ul>
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.2:	Describe and identify traditional and command economies as they appear in different civilizations.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.4.4:	Map and analyze the impact of the spread of various belief systems in the ancient world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3:	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.2:	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.5:	Describe the roles of historians and recognize varying historical interpretations (historiography).
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.2.1:	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
SS.6.W.2.2:	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
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SS.6.W.2.6:	Determine the contributions of key figures from ancient Egypt.
SS.6.W.2.7:	Summarize the important achievements of Mesopotamian civilization.
SS.6.W.2.8:	Determine the impact of key figures from ancient Mesopotamian civilizations.
SS.6.W.2.9:	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.
SS.6.W.2.10:	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.2:	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
SS.6.W.3.3:	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
SS.6.W.3.4:	Explain the causes and effects of the Persian and Peloponnesian Wars.
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SS.6.W.3.7:	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
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SS.6.W.3.17:	Explain the spread and influence of the Latin language on Western Civilization.
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.2:	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4:	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
SS.6.W.4.5:	Summarize the important achievements and contributions of ancient Indian civilization.
SS.6.W.4.6:	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

SS.6.W.4.7:	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
SS.6.W.4.8:	Describe the contributions of classical and post classical China.
SS.6.W.4.9:	Identify key figures from classical and post classical China.
SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
SS.6.W.4.11:	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.



- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### **Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

#### **Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### **Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

#### **Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### **Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

#### **Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### **Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

#### **Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.6.C.2.4:	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p>

## General Course Information and Notes

### GENERAL NOTES

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

## Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

## Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

## Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

## English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELLs need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>.

**Additional Instructional Resources:** A.V.E. for Success Collaboration ([http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139))

## GENERAL INFORMATION

**Course Number:** 2109015

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:**

World and Eastern Hemispheric Histories >

**Abbreviated Title:** M/J WORLD HIST &  
CP

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

History (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

# M/J World History, Advanced (#2109020) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.6.CG.1.1:	Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic. <ul style="list-style-type: none"> <li>• Students will identify and explain the democratic principles of government in ancient Greece.</li> <li>• Students will compare and contrast the political systems of ancient Greece and modern-day United States.</li> <li>• Students will recognize the influence of ancient Greece on the American political process.</li> </ul>
SS.6.CG.1.2:	Analyze the influence of ancient Rome on the United States' constitutional republic. <ul style="list-style-type: none"> <li>• Students will compare and contrast the political systems in ancient Rome and modern-day United States.</li> <li>• Students will recognize the influence of ancient Rome on the American political process.</li> </ul>
SS.6.CG.1.3:	Examine rule of law in the ancient world and its influence on the United States' constitutional republic. <ul style="list-style-type: none"> <li>• Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations.</li> <li>• Students will recognize that the rule of law is a foundational principle of the U.S. government.</li> </ul>
SS.6.CG.1.4:	Examine examples of civic leadership and virtue in ancient Greece and ancient Rome. <ul style="list-style-type: none"> <li>• Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world.</li> </ul>
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.2:	Describe and identify traditional and command economies as they appear in different civilizations.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.4.4:	Map and analyze the impact of the spread of various belief systems in the ancient world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3:	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.2:	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.5:	Describe the roles of historians and recognize varying historical interpretations (historiography).
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.2.1:	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
SS.6.W.2.2:	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
SS.6.W.2.3:	Identify the characteristics of civilization.
SS.6.W.2.4:	Compare the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.2.5:	Summarize important achievements of Egyptian civilization.
SS.6.W.2.6:	Determine the contributions of key figures from ancient Egypt.
SS.6.W.2.7:	Summarize the important achievements of Mesopotamian civilization.
SS.6.W.2.8:	Determine the impact of key figures from ancient Mesopotamian civilizations.
SS.6.W.2.9:	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.
SS.6.W.2.10:	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.2:	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
SS.6.W.3.3:	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
SS.6.W.3.4:	Explain the causes and effects of the Persian and Peloponnesian Wars.
SS.6.W.3.5:	Summarize the important achievements and contributions of ancient Greek civilization.
SS.6.W.3.6:	Determine the impact of key figures from ancient Greece.
SS.6.W.3.7:	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
SS.6.W.3.8:	Determine the impact of significant figures associated with ancient Rome.
SS.6.W.3.9:	Explain the impact of the Punic Wars on the development of the Roman Empire.
SS.6.W.3.10:	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.W.3.11:	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
SS.6.W.3.12:	Explain the causes for the growth and longevity of the Roman Empire.
SS.6.W.3.13:	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
SS.6.W.3.14:	Describe the key achievements and contributions of Roman civilization.
SS.6.W.3.15:	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
SS.6.W.3.16:	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
SS.6.W.3.17:	Explain the spread and influence of the Latin language on Western Civilization.
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.2:	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4:	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
SS.6.W.4.5:	Summarize the important achievements and contributions of ancient Indian civilization.
SS.6.W.4.6:	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

SS.6.W.4.7:	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
SS.6.W.4.8:	Describe the contributions of classical and post classical China.
SS.6.W.4.9:	Identify key figures from classical and post classical China.
SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
SS.6.W.4.11:	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>

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- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

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- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
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- Justify results by explaining methods and processes.
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- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
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- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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**Clarifications:**

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- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
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- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.



- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

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ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
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## General Course Information and Notes

### GENERAL NOTES

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2109020

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** Social Studies > **SubSubject:**

World and Eastern Hemispheric Histories >

**Abbreviated Title:** M/J WORLD HIST

ADV

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

History (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# M/J World History, Advanced and Career Planning (#2109025) 2023 -

And Beyond (current)

## Course Standards

Name	Description
SS.6.CG.1.1:	Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic. <ul style="list-style-type: none"> <li>Students will identify and explain the democratic principles of government in ancient Greece.</li> <li>Students will compare and contrast the political systems of ancient Greece and modern-day United States.</li> <li>Students will recognize the influence of ancient Greece on the American political process.</li> </ul>
SS.6.CG.1.2:	Analyze the influence of ancient Rome on the United States' constitutional republic. <ul style="list-style-type: none"> <li>Students will compare and contrast the political systems in ancient Rome and modern-day United States.</li> <li>Students will recognize the influence of ancient Rome on the American political process.</li> </ul>
SS.6.CG.1.3:	Examine rule of law in the ancient world and its influence on the United States' constitutional republic. <ul style="list-style-type: none"> <li>Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations.</li> <li>Students will recognize that the rule of law is a foundational principle of the U.S. government.</li> </ul>
SS.6.CG.1.4:	Examine examples of civic leadership and virtue in ancient Greece and ancient Rome. <ul style="list-style-type: none"> <li>Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world.</li> </ul>
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.2:	Describe and identify traditional and command economies as they appear in different civilizations.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.4.4:	Map and analyze the impact of the spread of various belief systems in the ancient world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3:	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.2:	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.5:	Describe the roles of historians and recognize varying historical interpretations (historiography).
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.2.1:	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
SS.6.W.2.2:	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
SS.6.W.2.3:	Identify the characteristics of civilization.
SS.6.W.2.4:	Compare the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.2.5:	Summarize important achievements of Egyptian civilization.
SS.6.W.2.6:	Determine the contributions of key figures from ancient Egypt.
SS.6.W.2.7:	Summarize the important achievements of Mesopotamian civilization.
SS.6.W.2.8:	Determine the impact of key figures from ancient Mesopotamian civilizations.
SS.6.W.2.9:	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.
SS.6.W.2.10:	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.2:	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
SS.6.W.3.3:	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
SS.6.W.3.4:	Explain the causes and effects of the Persian and Peloponnesian Wars.
SS.6.W.3.5:	Summarize the important achievements and contributions of ancient Greek civilization.
SS.6.W.3.6:	Determine the impact of key figures from ancient Greece.
SS.6.W.3.7:	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
SS.6.W.3.8:	Determine the impact of significant figures associated with ancient Rome.
SS.6.W.3.9:	Explain the impact of the Punic Wars on the development of the Roman Empire.
SS.6.W.3.10:	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.W.3.11:	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
SS.6.W.3.12:	Explain the causes for the growth and longevity of the Roman Empire.
SS.6.W.3.13:	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
SS.6.W.3.14:	Describe the key achievements and contributions of Roman civilization.
SS.6.W.3.15:	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
SS.6.W.3.16:	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
SS.6.W.3.17:	Explain the spread and influence of the Latin language on Western Civilization.
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.2:	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4:	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
SS.6.W.4.5:	Summarize the important achievements and contributions of ancient Indian civilization.

SS.6.W.4.6:	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
SS.6.W.4.7:	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
SS.6.W.4.8:	Describe the contributions of classical and post classical China.
SS.6.W.4.9:	Identify key figures from classical and post classical China.
SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
SS.6.W.4.11:	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.

- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
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**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

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**Clarifications:**

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- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
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**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a

completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

### **Career and Education Planning Course Standards – Students will:**

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>.

**Additional Instructional Resources:** A.V.E. for Success Collaboration ([http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139))

## **GENERAL INFORMATION**

**Course Number:** 2109025

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 6 to 8 Education Courses >  
**Subject:** Social Studies > **SubSubject:**  
World and Eastern Hemispheric Histories >  
**Abbreviated Title:** M/J WRLD HIST ADV  
CP  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved



**Educator Certifications**

Middle Grades Integrated Curriculum (Middle Grades 5-9)

History (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

# M/J INTERNATIONAL BACCALAUREATE MYP WORLD HISTORY (#2109030) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at:  
<http://www.ibo.org/en/programmes/>

### GENERAL INFORMATION

**Course Number:** 2109030

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories > **Abbreviated Title:** M/J IB MYP WRLD HIST

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

# M/J International Baccalaureate MYP World History and Career Planning (#2109035) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.68.HE.1.1:	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2109035

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories > **Abbreviated Title:** M/J IB MYP WH & CP  
**Course Length:** Year (Y)  
**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

History (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# World History (#2109310) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.HE.1.1:	<p>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>Students will explain why the Holocaust is history's most extreme example of antisemitism.</li> </ul>
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
SS.912.W.2.4:	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.11:	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.8:	Identify important figures associated with the Crusades.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16:	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.9:	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.1:	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.

SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
SS.912.W.6.1:	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
SS.912.W.6.2:	Summarize the social and economic effects of the Industrial Revolution.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.
SS.912.W.6.6:	Analyze the causes and effects of imperialism.
SS.912.W.6.7:	Identify major events in China during the 19th and early 20th centuries related to imperialism.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
SS.912.W.7.2:	Describe the changing nature of warfare during World War I.
SS.912.W.7.3:	Summarize significant effects of World War I.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.9:	Identify the wartime strategy and post-war plans of the Allied leaders.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
SS.912.W.7.11:	Describe the effects of World War II.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
SS.912.W.8.2:	Describe characteristics of the early Cold War.
SS.912.W.8.3:	Summarize key developments in post-war China.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.



ELA.K.12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### VERSION DESCRIPTION

**World History 9-12 Course** - The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>.

### Additional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2109310

**Number of Credits:** One (1) credit

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories > **Abbreviated Title:** WORLD HIST  
**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12,30,31

**Graduation Requirement:** World History

**Educator Certifications**

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

**Equivalent Courses**

2109415-Pre-Advanced Placement World History and Geography Equivalency start year: 2018
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# World History for Credit Recovery (#2109315) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.HE.1.1:	<p>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>Students will explain why the Holocaust is history's most extreme example of antisemitism.</li> </ul>
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
SS.912.W.2.4:	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.11:	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.8:	Identify important figures associated with the Crusades.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16:	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.9:	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.1:	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.

SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
SS.912.W.6.1:	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
SS.912.W.6.2:	Summarize the social and economic effects of the Industrial Revolution.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.
SS.912.W.6.6:	Analyze the causes and effects of imperialism.
SS.912.W.6.7:	Identify major events in China during the 19th and early 20th centuries related to imperialism.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
SS.912.W.7.2:	Describe the changing nature of warfare during World War I.
SS.912.W.7.3:	Summarize significant effects of World War I.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.9:	Identify the wartime strategy and post-war plans of the Allied leaders.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
SS.912.W.7.11:	Describe the effects of World War II.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
SS.912.W.8.2:	Describe characteristics of the early Cold War.
SS.912.W.8.3:	Summarize key developments in post-war China.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K.12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
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HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**World History 9-12 Course** – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

**Special Note:** Credit Recovery courses are credit bearing courses with specific content requirements defined by state academic standards (SAS). Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

**Instructional Practices** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**



**Course Number:** 2109315

Grades 9 to 12 and Adult Education  
Courses > **Subject:** Social Studies >  
**SubSubject:** World and Eastern  
Hemispheric Histories >

**Number of Credits:** One (1) credit

**Abbreviated Title:** WORLD HIST CR

**Course Type:** Credit Recovery

**Course Length:** Credit Recovery (R)

**Course Status:** Course Approved

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

# World History Honors (#2109320) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.HE.1.1:	<p>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>Students will explain why the Holocaust is history's most extreme example of antisemitism.</li> </ul>
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
SS.912.W.2.4:	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.11:	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.8:	Identify important figures associated with the Crusades.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16:	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.9:	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.1:	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.

SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Overture.
SS.912.W.6.1:	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
SS.912.W.6.2:	Summarize the social and economic effects of the Industrial Revolution.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.
SS.912.W.6.6:	Analyze the causes and effects of imperialism.
SS.912.W.6.7:	Identify major events in China during the 19th and early 20th centuries related to imperialism.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
SS.912.W.7.2:	Describe the changing nature of warfare during World War I.
SS.912.W.7.3:	Summarize significant effects of World War I.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.9:	Identify the wartime strategy and post-war plans of the Allied leaders.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
SS.912.W.7.11:	Describe the effects of World War II.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
SS.912.W.8.2:	Describe characteristics of the early Cold War.
SS.912.W.8.3:	Summarize key developments in post-war China.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K.12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**World History 9-12 Course** - The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2109320

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories >

**Number of Credits:** One (1) credit

**Abbreviated Title:** WORLD HIST HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** World History

### Educator Certifications

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

### Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography Equivalency start year: 2018
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# Cambridge Pre-AICE World History IGCSE Level (#2109321) 2014 - And

Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2109321

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories >

**Abbreviated Title:** PRE-AICE WORLD HIST IG

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** World History

### Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)

### Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography Equivalency start year: 2018
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# African History (#2109330) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could

have been used.

### **Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

#### **Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### **Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

#### **Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### **Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

#### **Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### **Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

#### **Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.

- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**African History** – The grade 9-12 African History course consists of the following content area strands: World History, American History, Geography, Economics, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of Africa by examining the political, economic, social, religious, military and cultural events that affected the continent. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the continent including, but not limited to, the physical geography of Africa, prehistory on the African continent, early African civilizations and empires, traditional African religious tradition and cultures, colonialism in Africa, the evolution of political systems and philosophies in African societies and nations, African independence movements and nationalism, major historical figures and events in African history, and contemporary African affairs.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**GENERAL INFORMATION**

<p><b>Course Number:</b> 2109330</p> <p><b>Number of Credits:</b> Half credit (.5)</p> <p><b>Course Type:</b> Elective Course</p> <p><b>Course Status:</b> State Board Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12</p>	<p><b>Course Path:</b> Section: Grades PreK to 12 Education Courses &gt; <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses &gt; <b>Subject:</b> Social Studies &gt; <b>SubSubject:</b> World and Eastern Hemispheric Histories &gt; <b>Abbreviated Title:</b> AFRICAN HIST</p> <p><b>Course Length:</b> Semester (S)</p> <p><b>Course Level:</b> 2</p>
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**Educator Certifications**

History (Grades 6-12)
Social Science (Grades 6-12)

# Humane Letters 2 History (#2109342) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.7:	Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.
SS.912.H.2.1:	Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).
SS.912.H.2.4:	Examine the effects that works in the arts have on groups, individuals, and cultures.
SS.912.HE.1.1:	<p>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>Students will explain why the Holocaust is history's most extreme example of antisemitism.</li> </ul>
SS.912.S.5.6:	Identify the factors that influence change in social norms over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.11:	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.8:	Identify important figures associated with the Crusades.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.9:	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.5.1:	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
SS.912.W.6.1:	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
SS.912.W.6.2:	Summarize the social and economic effects of the Industrial Revolution.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.
SS.912.W.6.6:	Analyze the causes and effects of imperialism.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
SS.912.W.8.2:	Describe characteristics of the early Cold War.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
	<b>Actively participate in effortful learning both individually and collectively.</b>
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>



MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
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MA.K12.MTR.6.1:	<p><b>Assess the reasonableness of solutions.</b></p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
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MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
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ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
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ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
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ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer</p>
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questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K.12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think \_\_\_\_\_ because \_\_\_\_\_.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

ELA.K.12.EE.5.1:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

ELA.K.12.EE.6.1:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K.12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K.12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4:

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### VERSION DESCRIPTION

Humane Letters 2 - History is an integrated blending of History and Literature that includes content standards categorized as American History, World History, and Humanities. Emphasizing the classical approach to teaching and learning, this social studies course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. This course is designed to be paired with Humane Letters 2 - Literature.

Students study European history from the Late Middle Ages to the end of World War Two, with a special focus placed on political and societal change. Within the scope of this course, these changes are explored through the study of works of history, political philosophy, and imaginative literature. Political and societal changes include, but are not limited to, the historical development and theoretical justification of modern constitutional government. Additionally, students will explore questions concerning the basis of property rights, the birth and growth of modern ideologies in the 19th and 20th centuries, and the causes and effects of revolution. Recommended texts for this course include, but are not limited to: Locke’s *Second Treatise of Government* and Rousseau’s *Discourse on Inequality*.

**Standards-based course content for each time period should include, but not be limited to:**

**Late Middle Ages:** Understand how the Black Death, the Hundred Years’ War, and tensions within the Medieval Church led to ruptures in medieval society that paved the way for the Renaissance.

**The Renaissance:** Determine how the Renaissance period opened the door for humanistic thinking, more nationalized monarchies, and open calls for social/political reform. Special emphasis may be placed the writings of Machiavelli, Castiglione and Mirandola.

**The Reformation:** Recognize the central tenets of the Reformation and the Counter-Reformation, noting especially the diverse beliefs among Protestant groups and the social/political impact of the movement.

**The Age of Religious Wars:** Examine the violent nature of confessional wars across Europe in the 16th and 17th centuries, noting especially the gradual shift toward considerations of domestic and international society adopted by the *politiques*.

**European State Consolidation (English Constitutionalism and French Absolutism):** Analyze the means by which England and France consolidated political power in the hands of the state, noting especially the political theory behind Constitutionalism and Absolutism. Examine the intricacies of the English Civil War, the legacy of Oliver Cromwell, the significance of the Glorious Revolution, and counterexample of Louis XIV’s absolutism.

**Scientific Revolution:** Discuss the ideas associated with major thinkers of the 16th and 17th centuries who emphasized empiricism and a new philosophy of science. Explain why this new epistemology was “revolutionary” and was poised to supplant more traditional means of knowing.

**18th–Century Thought and Life:** Recognize the most salient aspects of the Old Regime, noting the social, political, economic, and intellectual tensions that existed therein that paved the way towards the French Revolution. Careful attention is given to the Enlightenment, including its major thinkers and their calls for reform of religion, politics and society.

**The French Revolution and the Modern Nation-State:** Discuss the political, intellectual, industrial, and societal themes that lead to the French Revolution and its aftermath. Recognize the common themes in the definition and formation of modern European nation-states.

**19th-Century Thought, Politics, and Culture:** Investigate the many new threads which are woven together to create the aspirations, ambitions, and tensions which set the stage for the World Wars.

**The World Wars:** Recognize historical facts about WWI and WWII. Analyze the origins of these wars. Discuss the relationship between the end of WWI and the beginning of WWII. Examine how WWII created the early conditions of the Cold War and modernity more generally.

## GENERAL NOTES

### Instructional Practices

The recommended primary mode of instruction in Humane Letters is *the seminar*, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.
- Students must support their observations, arguments, or claims with *specific textual evidence*.

## VERSION REQUIREMENTS

### Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

<b>Course Number:</b> 2109342	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> World and Eastern Hemispheric Histories > <b>Abbreviated Title:</b> HUM LET 2 HISTORY
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> World History	

### Educator Certifications

Social Science (Grades 6-12)
History (Grades 6-12)
Political Science (Grades 6-12)

# Humane Letters 2 History Honors (#2109343) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.7:	Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.
SS.912.H.2.1:	Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.H.2.4:	Examine the effects that works in the arts have on groups, individuals, and cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.HE.1.1:	<p>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>Students will explain why the Holocaust is history's most extreme example of antisemitism.</li> </ul>
SS.912.P.8.2:	Discuss the relationship between language and thought.
SS.912.P.10.2:	Identify how cultures change over time and vary within nations and internationally.
SS.912.P.10.3:	Discuss the relationship between culture and conceptions of self and identity.
SS.912.S.2.1:	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.S.3.3:	Examine and analyze various points of view relating to historical and current events.
SS.912.S.5.1:	Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.
SS.912.S.5.6:	Identify the factors that influence change in social norms over time.
SS.912.S.6.1:	Describe how and why societies change over time.
SS.912.S.6.8:	Investigate the consequences in society as result of changes.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.

SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.11:	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.8:	Identify important figures associated with the Crusades.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.9:	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.5.1:	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
SS.912.W.6.1:	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
SS.912.W.6.2:	Summarize the social and economic effects of the Industrial Revolution.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.
SS.912.W.6.6:	Analyze the causes and effects of imperialism.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
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SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

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Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.

MA.K12.MTR.4.1:

- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can



ELA.K12.EE.1.1:	<p>consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

Humane Letters 2 - History is an integrated blending of History and Literature that includes content standards categorized as American History, World History, and Humanities. Emphasizing the classical approach to teaching and learning, this social studies course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. This course is designed to be paired with Humane Letters 2 - Literature.

Students study European history from the Late Middle Ages to the end of World War Two, with a special focus placed on political and societal change. Within the scope of this course, these changes are explored through the study of works of history, political philosophy, and imaginative literature. Political and societal changes include, but are not limited to, the historical development and theoretical justification of modern constitutional government. Additionally, students will explore questions concerning the basis of property rights, the birth and growth of modern ideologies in the 19th and 20th centuries, and the causes and effects of revolution. Recommended texts for this course include, but are not limited to: Locke's *Second Treatise of Government* and Rousseau's *Discourse on Inequality*.

**Standards-based course content for each time period should include, but not be limited to:**

**Late Middle Ages:** Understand how the Black Death, the Hundred Years' War, and tensions within the Medieval Church led to ruptures in medieval society that paved the way for the Renaissance.

**The Renaissance:** Determine how the Renaissance period opened the door for humanistic thinking, more nationalized monarchies, and open calls for social/political reform. Special emphasis may be placed the writings of Machiavelli, Castiglione and Mirandola.

**The Reformation:** Recognize the central tenets of the Reformation and the Counter-Reformation, noting especially the diverse beliefs among Protestant groups and the social/political impact of the movement.

**The Age of Religious Wars:** Examine the violent nature of confessional wars across Europe in the 16th and 17th centuries, noting especially the gradual shift toward considerations of domestic and international society adopted by the *politiques*.

**European State Consolidation (English Constitutionalism and French Absolutism):** Analyze the means by which England and France consolidated political power in the hands of the state, noting especially the political theory behind Constitutionalism and Absolutism. Examine the intricacies of the English Civil War, the legacy of Oliver Cromwell, the significance of the Glorious Revolution, and counterexample of Louis XIV's absolutism.

**Scientific Revolution:** Discuss the ideas associated with major thinkers of the 16th and 17th centuries who emphasized empiricism and a new philosophy of science. Explain why this new epistemology was "revolutionary" and was poised to supplant more traditional means of knowing.

**18th-Century Thought and Life:** Recognize the most salient aspects of the Old Regime, noting the social, political, economic, and intellectual tensions that existed therein that paved the way towards the French Revolution. Careful attention is given to the Enlightenment, including its major thinkers and their calls for reform of religion, politics and society.

**The French Revolution and the Modern Nation-State:** Discuss the political, intellectual, industrial, and societal themes that lead to the French Revolution and its aftermath. Recognize the common themes in the definition and formation of modern European nation-states.

**19th-Century Thought, Politics, and Culture:** Investigate the many new threads which are woven together to create the aspirations, ambitions, and tensions which set the stage for the World Wars.

**The World Wars:** Recognize historical facts about WWI and WWII. Analyze the origins of these wars. Discuss the relationship between the end of WWI and the beginning of WWII. Examine how WWII created the early conditions of the Cold War and modernity more generally.

## GENERAL NOTES

### Instructional Practices

The recommended primary mode of instruction in Humane Letters is *the seminar*, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.
- Students must support their observations, arguments, or claims with *specific textual* evidence.

## VERSION REQUIREMENTS

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2109343

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern

Hemispheric Histories >

**Abbreviated Title:** HUM LET 2 HIST HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** World History

**Educator Certifications**

Political Science (Grades 6-12)

History (Grades 6-12)

Social Science (Grades 6-12)

# Humane Letters 3 History (#2109344) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.H.2.4:	Examine the effects that works in the arts have on groups, individuals, and cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.P.8.2:	Discuss the relationship between language and thought.
SS.912.P.10.2:	Identify how cultures change over time and vary within nations and internationally.
SS.912.P.10.3:	Discuss the relationship between culture and conceptions of self and identity.
SS.912.S.2.1:	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.S.3.3:	Examine and analyze various points of view relating to historical and current events.
SS.912.S.5.1:	Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.
SS.912.S.6.1:	Describe how and why societies change over time.
SS.912.S.6.8:	Investigate the consequences in society as result of changes.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p>

MA.K12.MTR.2.1:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:	<p><b>Assess the reasonableness of solutions.</b></p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in</p>

	how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### VERSION DESCRIPTION

Humane Letters 3 - History is an integrated blending of History and Literature that focuses on the civilization, thought, and legacy of ancient Greece. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on great works from Ancient Greece. This course is designed to be paired with Humane Letters 3 - Literature.

Students study the emergence of Greek civilization from an oral to a literary culture. They witness the historical effects of literacy as it generates the first surviving documents of historiography and comparative ethnography, while seeing first-hand how new ideas emerge from geo-political competition and the intellectual ferment enabled by the dissemination of texts throughout the Mediterranean. By following the emergence of seminal ideas in history, politics, theology, philosophy, drama, and epic poetry, students will sharpen their abilities to distinguish between historical events and the social significance invested in interpretations of these events. The emergence of the philosophical tradition provides an opportunity to reflect upon the nature and value of the theoretical outlook. Recommended texts for this course include, but are not limited to: *Iliad*, Herodotus' *Histories*, Thucydides' *History of the Peloponnesian War*, *Antigone*, *Crito*, *Apology*, *Republic*, *Nicomachean Ethics*.

### Humane Letters 3 – History Learning Outcomes:

- Outline the ways in which ideas from Greek history, politics, philosophy, and literature continue to influence Western culture.
- Compare and contrast mythological and historical ways of relating to one's cultural past.
- Compare and contrast the conditions and characteristics of oral culture with literary culture.
- Discuss the nature of education in an oral society and the role of Homer's epic poetry.
- Describe the ideals of virtue seen in Homer (Homeric ethics), and compare these to later historical developments.
- Use Herodotus to discuss the motivations, methods, and conventions visible in the birth of Greek historiography and ethnography.
- Discuss the causes, significant events, and effects of the Persian wars and their relation to the prominence of Athens and Sparta among the Greek *poleis*.
- Describe the differences in approach and method which contrast Herodotus' and Thucydides' historiography.
- Analyze Thucydides' description of the cause of the Peloponnesian wars, and explain how it embodies a conflict between the differing ideals of Athens and Sparta.
- Describe the social role of Greek tragedy and give examples of how it exemplifies the Greek attitude towards divinity.
- Compare and contrast ancient monotheism and ancient polytheism as evidenced among the Greeks
- Contrast the modern, aesthetic approach to Greek tragedy as "works of Art" with the original social and religious context of Greek drama; compare this to theories of artistic representation in Plato and/or Aristotle
- Describe the ways in which Greek tragedy approaches virtue and happiness (tragic ethics) and compare this to later and earlier instantiations of ethics
- Contrast the ancient Greek notion of "piety" in *Euthyphro* and *Apology* with the modern conception.
- Outline *Meno's* description of learning and knowledge and lay out the apparent paradox regarding the possibility of education
- Use Pericles' 'funeral oration,' *Antigone*, and Plato's *Republic* to consider the social roles and challenges for women in ancient Greece.
- Discuss the relationship of the argument in Plato's *Crito* to later European ideas regarding the 'rule of law' and 'social contract theory'.
- Describe the purpose of philosophy, according to *Apology*, and be prepared to defend or critique it
- Relate the four 'cardinal' virtues found in *Republic* to previous conceptions of virtue in Homer and tragedy and to Aristotle's subsequent conception of 'ethics' in *Nicomachean Ethics*.
- Distinguish between three types of political systems in evidence among the Greeks, and discuss *Republic's* critique of each.
- Discuss the interrelation between freedom, tyranny, happiness, goodness, justice, virtue, and vice in relation to Greek politics and philosophy, and compare this network of concepts with later moments in Western civilization.
- Analyze how the democratic concepts developed in ancient Greece have influenced and continue to influence the United States' federal republic.

## GENERAL NOTES

### Instructional Practices

The recommended primary mode of instruction in Humane Letters is *the seminar*, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.

- Students must support their observations, arguments, or claims with *specific textual* evidence.

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**GENERAL INFORMATION**

**Course Number:** 2109344

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories > **Abbreviated Title:** HUM LET 3 HISTORY

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 11

**Course Length:** Year (Y)

**Graduation Requirement:** Electives

**Course Level:** 2

**Educator Certifications**

Political Science (Grades 6-12)
History (Grades 6-12)
Social Science (Grades 6-12)



# Humane Letters 3 History Honors (#2109345) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.H.2.4:	Examine the effects that works in the arts have on groups, individuals, and cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.P.8.2:	Discuss the relationship between language and thought.
SS.912.P.10.2:	Identify how cultures change over time and vary within nations and internationally.
SS.912.P.10.3:	Discuss the relationship between culture and conceptions of self and identity.
SS.912.S.2.1:	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.S.3.3:	Examine and analyze various points of view relating to historical and current events.
SS.912.S.5.1:	Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.
SS.912.S.6.1:	Describe how and why societies change over time.
SS.912.S.6.8:	Investigate the consequences in society as result of changes.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p>

MA.K12.MTR.2.1:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:	<p><b>Assess the reasonableness of solutions.</b></p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in</p>

	how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### VERSION DESCRIPTION

Humane Letters 3 - History is an integrated blending of History and Literature that focuses on the civilization, thought, and legacy of ancient Greece. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on great works from Ancient Greece. This course is designed to be paired with Humane Letters 3 - Literature.

Students study the emergence of Greek civilization from an oral to a literary culture. They witness the historical effects of literacy as it generates the first surviving documents of historiography and comparative ethnography, while seeing first-hand how new ideas emerge from geo-political competition and the intellectual ferment enabled by the dissemination of texts throughout the Mediterranean. By following the emergence of seminal ideas in history, politics, theology, philosophy, drama, and epic poetry, students will sharpen their abilities to distinguish between historical events and the social significance invested in interpretations of these events. The emergence of the philosophical tradition provides an opportunity to reflect upon the nature and value of the theoretical outlook. Recommended texts for this course include, but are not limited to: *Iliad*, Herodotus' *Histories*, Thucydides' *History of the Peloponnesian War*, *Antigone*, *Crito*, *Apology*, *Republic*, *Nicomachean Ethics*.

### Humane Letters 3 – History Learning Outcomes:

- Outline the ways in which ideas from Greek history, politics, philosophy, and literature continue to influence Western culture.
- Compare and contrast mythological and historical ways of relating to one's cultural past.
- Compare and contrast the conditions and characteristics of oral culture with literary culture.
- Discuss the nature of education in an oral society and the role of Homer's epic poetry.
- Describe the ideals of virtue seen in Homer (Homeric ethics), and compare these to later historical developments.
- Use Herodotus to discuss the motivations, methods, and conventions visible in the birth of Greek historiography and ethnography.
- Discuss the causes, significant events, and effects of the Persian wars and their relation to the prominence of Athens and Sparta among the Greek *poleis*.
- Describe the differences in approach and method which contrast Herodotus' and Thucydides' historiography.
- Analyze Thucydides' description of the cause of the Peloponnesian wars, and explain how it embodies a conflict between the differing ideals of Athens and Sparta.
- Describe the social role of Greek tragedy and give examples of how it exemplifies the Greek attitude towards divinity.
- Compare and contrast ancient monotheism and ancient polytheism as evidenced among the Greeks
- Contrast the modern, aesthetic approach to Greek tragedy as "works of Art" with the original social and religious context of Greek drama; compare this to theories of artistic representation in Plato and/or Aristotle
- Describe the ways in which Greek tragedy approaches virtue and happiness (tragic ethics) and compare this to later and earlier instantiations of ethics
- Contrast the ancient Greek notion of "piety" in *Euthyphro* and *Apology* with the modern conception.
- Outline *Meno's* description of learning and knowledge and lay out the apparent paradox regarding the possibility of education
- Use Pericles' 'funeral oration,' *Antigone*, and Plato's *Republic* to consider the social roles and challenges for women in ancient Greece.
- Discuss the relationship of the argument in Plato's *Crito* to later European ideas regarding the 'rule of law' and 'social contract theory'.
- Describe the purpose of philosophy, according to *Apology*, and be prepared to defend or critique it
- Relate the four 'cardinal' virtues found in *Republic* to previous conceptions of virtue in Homer and tragedy and to Aristotle's subsequent conception of 'ethics' in *Nicomachean Ethics*.
- Distinguish between three types of political systems in evidence among the Greeks, and discuss *Republic's* critique of each.
- Discuss the interrelation between freedom, tyranny, happiness, goodness, justice, virtue, and vice in relation to Greek politics and philosophy, and compare this network of concepts with later moments in Western civilization.
- Analyze how the democratic concepts developed in ancient Greece have influenced and continue to influence the United States' federal republic.

## GENERAL NOTES

### Instructional Practices

The recommended primary mode of instruction in Humane Letters is *the seminar*, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.

- Students must support their observations, arguments, or claims with *specific textual* evidence.

### Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

<b>Course Number:</b> 2109345	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> World and Eastern Hemispheric Histories >
	<b>Abbreviated Title:</b> HUM LET 3 HISTORY HON
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Honors</li> </ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 11	
<b>Graduation Requirement:</b> Electives	

### Educator Certifications

Political Science (Grades 6-12)
History (Grades 6-12)
Social Science (Grades 6-12)

# Humane Letters 4 History (#2109346) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.2.1:	Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.H.2.4:	Examine the effects that works in the arts have on groups, individuals, and cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.P.8.2:	Discuss the relationship between language and thought.
SS.912.P.10.2:	Identify how cultures change over time and vary within nations and internationally.
SS.912.P.10.3:	Discuss the relationship between culture and conceptions of self and identity.
SS.912.S.2.1:	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.S.3.3:	Examine and analyze various points of view relating to historical and current events.
SS.912.S.5.1:	Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.
SS.912.S.5.6:	Identify the factors that influence change in social norms over time.
SS.912.S.6.1:	Describe how and why societies change over time.
SS.912.S.6.8:	Investigate the consequences in society as result of changes.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.11:	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>	

- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.



	Make inferences to support comprehension. <b>Clarifications:</b>
ELA.K12.EE.3.1:	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### VERSION DESCRIPTION

Humane Letters 4 - History is an integrated blending of History and Literature that centers on Western civilization from the Classical Roman world to Modernity. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on great works. This course is designed to be paired with Humane Letters 4 - Literature.

After three years of studying the linear and internal historical development of specific Western political entities (the United States; the several political units of Europe; ancient Greece, Rome, and Israel), Humane Letters 4—History takes a topical and comparative approach to all of these historical entities previously studied. The course theme is diachronic and transnational innovation within an historical and intellectual tradition of continuity. The selected texts present case studies in which innovative fusions occur between the concrete historical culture of an author and another text, author, or idea far removed in time and/or space. Students will be guided towards the features of texts which cause them to be considered a part of the ‘great conversation,’ which is the history of the development of thought in Western civilization. This development will be considered as both the cause of historical change and the effect of historical contingencies. Recommended texts for this course include, but are not limited to: *Aeneid*, Augustine’s *Confessions*, Aquinas’ *Treatise on Law*, Dante’s *Inferno*, Machiavelli’s *Prince*, the philosophy of Descartes, and *The Brothers Karamazov* (The recommended texts list entirely overlaps with *Humane Letters 4—Literature*, but the two complementary courses make use of these texts for different purposes).

### Humane Letters 4 – History Learning Outcomes:

- Outline the mytho-historical parallels between Homer and the Aeneid; explain how Virgil fuses these elements to create a unique account of the origin and destiny of the Roman people.
- Identify the lines of Aquinas’ thought that are derived from the Christian and Augustinian tradition, and contrast these with Aristotelian innovations.
- Analyze how the spread and influence of the Latin language influenced Western civilization.
- Discuss how Dante fuses Christian monotheistic ideas into the form of epic poetry.
- Identify the ways in which contemporary politics inform Dante’s epic narrative techniques, and explain the ways in which this might have led to an historical evolution in the sense of European (Italian) identity.
- Describe the political influence of the church and its relation to secular sources of power which forms the cultural context of Machiavelli’s *Prince*; explain how this text marks a departure from the Constantinian fusion of church and state power.
- Contrast the authority of Descartes’ philosophical method with the traditional authorities of church and state; explain how Descartes may be considered a revolutionary turning point within modernity.
- Examine the conflict between religious thought and strains of modernist philosophy (rationalism, idealism, nihilism).

### GENERAL NOTES

#### Instructional Practices

The recommended primary mode of instruction in Humane Letters is *the seminar*, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas

presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.
- Students must support their observations, arguments, or claims with *specific textual evidence*.

### Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

**Course Number:** 2109346

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 12

**Graduation Requirement:** Electives

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** World and Eastern Hemispheric Histories >

**Abbreviated Title:** HUM LET 4 HISTORY

**Course Length:** Year (Y)

**Course Level:** 2

### Educator Certifications

Political Science (Grades 6-12)

History (Grades 6-12)

Social Science (Grades 6-12)

# Humane Letters 4 History Honors (#2109347) 2022 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.2.1:	Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.H.2.4:	Examine the effects that works in the arts have on groups, individuals, and cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.P.8.2:	Discuss the relationship between language and thought.
SS.912.P.10.2:	Identify how cultures change over time and vary within nations and internationally.
SS.912.P.10.3:	Discuss the relationship between culture and conceptions of self and identity.
SS.912.S.2.1:	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.S.3.3:	Examine and analyze various points of view relating to historical and current events.
SS.912.S.5.1:	Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.
SS.912.S.5.6:	Identify the factors that influence change in social norms over time.
SS.912.S.6.1:	Describe how and why societies change over time.
SS.912.S.6.8:	Investigate the consequences in society as result of changes.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.11:	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>	

- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

	Make inferences to support comprehension. <b>Clarifications:</b>
ELA.K12.EE.3.1:	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### VERSION DESCRIPTION

Humane Letters 4 - History is an integrated blending of History and Literature that centers on Western civilization from the Classical Roman world to Modernity. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on great works. This course is designed to be paired with Humane Letters 4 - Literature.

After three years of studying the linear and internal historical development of specific Western political entities (the United States; the several political units of Europe; ancient Greece, Rome, and Israel), Humane Letters 4—History takes a topical and comparative approach to all of these historical entities previously studied. The course theme is diachronic and transnational innovation within an historical and intellectual tradition of continuity. The selected texts present case studies in which innovative fusions occur between the concrete historical culture of an author and another text, author, or idea far removed in time and/or space. Students will be guided towards the features of texts which cause them to be considered a part of the ‘great conversation,’ which is the history of the development of thought in Western civilization. This development will be considered as both the cause of historical change and the effect of historical contingencies. Recommended texts for this course include, but are not limited to: *Aeneid*, Augustine’s *Confessions*, Aquinas’ *Treatise on Law*, Dante’s *Inferno*, Machiavelli’s *Prince*, the philosophy of Descartes, and *The Brothers Karamazov* (The recommended texts list entirely overlaps with *Humane Letters 4—Literature*, but the two complementary courses make use of these texts for different purposes).

### Humane Letters 4 – History Learning Outcomes:

- Outline the mytho-historical parallels between Homer and the Aeneid; explain how Vergil fuses these elements to create a unique account of the origin and destiny of the Roman people
- Identify the lines of Aquinas’ thought that are derived from the Christian and Augustinian tradition, and contrast these with Aristotelian innovations.
- Analyze how the spread and influence of the Latin language influenced Western civilization.
- Discuss how Dante fuses Christian monotheistic ideas into the form of epic poetry.
- Identify the ways in which contemporary politics inform Dante’s epic narrative techniques, and explain the ways in which this might have led to an historical evolution in the sense of European (Italian) identity
- Describe the political influence of the church and its relation to secular sources of power which forms the cultural context of Machiavelli’s *Prince*; explain how this text marks a departure from the Constantinian fusion of church and state power.
- Contrast the authority of Descartes’ philosophical method with the traditional authorities of church and state; explain how Descartes may be considered a revolutionary turning point within modernity
- Examine the conflict between religious thought and strains of modernist philosophy (rationalism, idealism, nihilism).

### GENERAL NOTES

#### Instructional Practices

The recommended primary mode of instruction in Humane Letters is *the seminar*, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas

presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.
- Students must support their observations, arguments, or claims with *specific textual evidence*.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2109347

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories >

**Abbreviated Title:** HUM LET 4 HISTORY HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 12

**Graduation Requirement:** Electives

### Educator Certifications

Political Science (Grades 6-12)
History (Grades 6-12)
Social Science (Grades 6-12)

# Contemporary History (#2109350) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
SS.912.CG.2.2:	<p>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.11:	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> <li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
SS.912.CG.2.12:	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
	Analyze the influence and effects of various forms of media and the internet in political communication.



SS.912.CG.2.13:	<ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.4.1:	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.CG.4.4:	<p>Identify indicators of democratization in foreign countries.</p> <ul style="list-style-type: none"> <li>• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.

SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
	<b>Actively participate in effortful learning both individually and collectively.</b>
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	
	<b>Clarifications:</b>
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<b>Demonstrate understanding by representing problems in multiple ways.</b>
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	
	<b>Clarifications:</b>
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<b>Complete tasks with mathematical fluency.</b>
	Mathematicians who complete tasks with mathematical fluency:
	<ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p>

## General Course Information and Notes

### GENERAL NOTES

**Contemporary History** – The grade 9-12 Contemporary History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the development of the contemporary world within the context of history in order to analyze current events. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Content should include, but is not limited to, world events and trends in the 20th and 21st centuries with emphasis on the past two decades, historical antecedents of contemporary political, social, economic and religious issues, impact of religious thought on contemporary

world issues, interaction among science, technology and society, influence of significant historical and contemporary, figures and events on the present, and projection of current trends and movements.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 2109350

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** World and Eastern Hemispheric Histories >

**Abbreviated Title:** CONTEMP HIST

**Course Length:** Semester (S)

**Course Level:** 2

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# Cambridge AICE European History 1 AS Level (#2109371) 2014 - And

Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2109371

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** World History

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** World and Eastern Hemispheric Histories >

**Abbreviated Title:** AICE EURO HIST 1 AS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

# Cambridge AICE European History 2 A Level (#2109372) 2014 - And Beyond

(current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 2109372

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** World History

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** World and Eastern

Hemispheric Histories >

**Abbreviated Title:** AICE EURO HIST 2 AL

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

### Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography

Equivalency start year: 2018

# Advanced Placement European History (#2109380) 2022 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html).

### GENERAL INFORMATION

**Course Number:** 2109380

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** World History

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** Social Studies >

**SubSubject:** World and Eastern

Hemispheric Histories >

**Abbreviated Title:** AP EURO HIST

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced Placement (AP)

**Course Level:** 3

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)



# Jewish History (#2109410) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.CG.4.1:	Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States. <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	Explain how the United States uses foreign policy to influence other nations. <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world. <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.11:	Describe the effects of World War II.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to

improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p>

## General Course Information and Notes

### GENERAL NOTES

**Jewish History** – The grade 9-12 Jewish History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the Jewish people by examining the political, economic, socio-cultural, religious, and military events that affected the religious and cultural group. Content will include, but is not limited to, the development of Jewish heritage, Jewish life before and after the revelation of the Torah, entrance into the Holyland, the Monarchy and Two Temple periods, Jewish life in America and Europe, Jewish life in Eastern Europe and the growth of Hasidic movement, the Holocaust, Zionism and the modern Jewish state.

## Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

## Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

## English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

<b>Course Number:</b> 2109410	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> World and Eastern Hemispheric Histories > <b>Abbreviated Title:</b> JEWISH HIST
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y)
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

## Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)

# Pre-Advanced Placement World History and Geography (#2109415) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The course description for this Pre-Advanced Placement (Pre-AP) course is located on the College Board site at <https://pre-ap.collegeboard.org/courses>.

### GENERAL INFORMATION

**Course Number:** 2109415

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories >

**Abbreviated Title:** PRE-AP WRLD HIST/GEO

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9

**Graduation Requirement:** World History

### Educator Certifications

Social Science (Grades 6-12)
Social Science (Grades 5-9)
History (Grades 6-12)

### Equivalent Courses

2100490-Cambridge AICE International History 1 AS Level Equivalency start year: 2018
2109310-World History Equivalency start year: 2018
2109320-World History Honors Equivalency start year: 2018
2109321-Cambridge Pre-AICE World History IGCSE Level Equivalency start year: 2018
2109420-Advanced Placement World History: Modern Equivalency start year: 2018
2109810-Florida's Preinternational Baccalaureate World History Equivalency start year: 2018
2109830-International Baccalaureate Mid Yrs Prog World History Honors Equivalency start year: 2018
2100495-Cambridge AICE International History 2 A Level Equivalency start year: 2018
2109372-Cambridge AICE European History 2 A Level



# Advanced Placement World History: Modern (#2109420) 2022 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html).

### GENERAL INFORMATION

**Course Number:** 2109420

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories > **Abbreviated Title:** AP WORLD HIST:MODERN

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced Placement (AP)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** World History

### Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)

### Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography Equivalency start year: 2018
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# Holocaust Education (#2109430) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.HE.1.1:	<p>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>Students will explain why the Holocaust is history's most extreme example of antisemitism.</li> </ul>
SS.912.HE.1.2:	<p>Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews.</p> <ul style="list-style-type: none"> <li>Students will explain the origins of antisemitism and trace it from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, Modern era).</li> <li>Students will explain the political, social and economic applications of antisemitism that led to the organized pogroms against Jewish people.</li> <li>Students will examine propaganda (e.g., the Protocols of the Elders of Zion; The Poisonous Mushroom) that was and still is utilized against Jewish people both in Europe and around the world.</li> </ul>
SS.912.HE.1.3:	<p>Analyze how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantage.</p> <ul style="list-style-type: none"> <li>Students will explain how the Nazis used antisemitism to foment hate and create a shared enemy in order to gain power prior to World War II.</li> <li>Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoß, Ruhr Crisis, hyperinflation, the Great Depression, unemployment, the 1920's Nazi platform, the Dawes Plan, the Golden Age, the failure of the Weimar Republic).</li> <li>Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles.</li> </ul>
SS.912.HE.1.4:	<p>Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.</p> <ul style="list-style-type: none"> <li>Students will compare Germany's political parties and their system of proportional representation in national elections from 1920 to 1932.</li> <li>Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo and Hitler's inner circle helped him gain and maintain power after 1933.</li> <li>Students will explain how the following contributed to Hitler's rise to power: Adolf Hitler's Munich Beer Hall Putsch, Hitler's arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg's death and Hitler as Führer.</li> </ul>
SS.912.HE.1.5:	<p>Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.</p> <ul style="list-style-type: none"> <li>Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media).</li> <li>Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the "Master Race."</li> </ul>
SS.912.HE.1.6:	<p>Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.</p> <ul style="list-style-type: none"> <li>Students will explain the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher Mädel).</li> <li>Students will examine how the Nazis used the public education system to indoctrinate youth and children.</li> <li>Students will explain how Nazi ideology supplanted prior beliefs.</li> </ul>
SS.912.HE.1.7:	<p>Explain what is meant by "the Aryan Race" and why this terminology was used.</p> <ul style="list-style-type: none"> <li>Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race.</li> <li>Students will explain how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race.</li> <li>Students will examine the manipulation of the international community to obtain the votes to host the 1936 Olympics and how the Berlin Games were utilized as propaganda for Nazi ideology to bolster the "superiority" of the Aryan race.</li> <li>Students will explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.</li> </ul>
	<p>Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.</p>

SS.912.HE.2.1:	<ul style="list-style-type: none"> <li>• Students will analyze the Nuremberg Laws and describe their effects.</li> <li>• Students will explain how the Nazis used birth records, religious symbols and practices to identify and target Jews.</li> </ul>
SS.912.HE.2.2:	<p>Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.</p> <ul style="list-style-type: none"> <li>• Students will understand the reasons for Herschel Grynszpan's actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht.</li> <li>• Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany.</li> <li>• Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony).</li> <li>• Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony).</li> </ul>
SS.912.HE.2.3:	<p>Analyze Hitler's motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.</p> <ul style="list-style-type: none"> <li>• Students will define the term lebensraum, or living space, as an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion.</li> <li>• Students will analyze Hitler's use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to keep the Soviet Union out of the war.</li> </ul>
SS.912.HE.2.4:	<p>Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.</p> <ul style="list-style-type: none"> <li>• Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems).</li> <li>• Students will explain how the Kindertransport saved the lives of Jewish children.</li> </ul>
SS.912.HE.2.5:	<p>Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.</p> <ul style="list-style-type: none"> <li>• Students will explain the effects of Nazi "racial hygiene" policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah's Witnesses), political opposition, the physically and mentally disabled and homosexuals.</li> </ul>
SS.912.HE.2.6:	<p>Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.</p> <ul style="list-style-type: none"> <li>• Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers and the Partisans in Eastern and Western Europe.</li> <li>• Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony).</li> </ul>
SS.912.HE.2.7:	<p>Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.</p> <ul style="list-style-type: none"> <li>• Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation).</li> </ul>
SS.912.HE.2.8:	<p>Analyze how corporate complicity aided Nazi goals.</p> <ul style="list-style-type: none"> <li>• Students will analyze corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).</li> </ul>
SS.912.HE.2.9:	<p>Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.</p> <ul style="list-style-type: none"> <li>• Students will discuss major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest.</li> <li>• Students will describe the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution.</li> <li>• Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution.</li> </ul>
SS.912.HE.2.10:	<p>Explain the origins and purpose of ghettos in Europe.</p> <ul style="list-style-type: none"> <li>• Students will trace the use of ghettos in Europe prior to World War II.</li> <li>• Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos.</li> <li>• Students will explain what ghettos were in context of World War II and Nazi ideology.</li> </ul>
	<p>Discuss life in the various ghettos.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins and purpose of the Judenrat.</li> <li>• Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam</li> </ul>

SS.912.HE.2.11:	<p>Czeraniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos.</p> <ul style="list-style-type: none"> <li>• Students will discuss the difference between open ghettos and closed ghettos and how that impacted life within those ghettos.</li> <li>• Students will describe various attempts at escape and forms of armed and unarmed resistance (before liquidation and liberation) including, but not limited to, the Warsaw Ghetto Uprising.</li> <li>• Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps.</li> </ul>
SS.912.HE.2.12:	<p>Define “partisan” and explain the role partisans played in World War II.</p> <ul style="list-style-type: none"> <li>• Students will identify countries that had partisan groups who fought the Nazis.</li> <li>• Students will explain the warfare tactics utilized by the resistance movements against the Nazis.</li> <li>• Students will recognize that not all resistance movements accepted Jews.</li> </ul>
SS.912.HE.2.13:	<p>Examine the origins, purpose and conditions associated with various types of camps.</p> <ul style="list-style-type: none"> <li>• Students will explain the differences between forced labor camps, concentration camps, transit camps and death camps, including the geographic location, physical structure, camp commandants and SS leadership and mechanics of murder.</li> <li>• Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides and other aspects of daily life.</li> <li>• Students will describe various attempts at escape and forms of resistance within the camps.</li> <li>• Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis.</li> <li>• Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar) and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film “Terezin: A Documentary Film of Jewish Resettlement.”</li> <li>• Students will identify and examine the 6 death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations.</li> <li>• Students will explain why the 6 death camps were only in Nazi-occupied Poland.</li> <li>• Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind.</li> </ul>
SS.912.HE.2.14:	<p>Explain the purpose of the death marches.</p> <ul style="list-style-type: none"> <li>• Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.</li> </ul>
SS.912.HE.2.15:	<p>Describe the experience of Holocaust survivors following World War II.</p> <ul style="list-style-type: none"> <li>• Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors.</li> <li>• Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation).</li> <li>• Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).</li> <li>• Students will describe the psychological and physical struggles of Holocaust survivors.</li> <li>• Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel.</li> </ul>
SS.912.HE.3.1:	<p>Analyze the international community’s efforts to hold perpetrators responsible for their involvement in the Holocaust.</p> <ul style="list-style-type: none"> <li>• Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust.</li> <li>• Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson’s opening statement, Prosecutor Ben Ferencz’s opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, jurisdictional issues).</li> <li>• Students will discuss how members of the international community were complicit in assisting perpetrators’ escape from both Germany and justice following World War II.</li> </ul>
SS.912.HE.3.2:	<p>Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.</p> <ul style="list-style-type: none"> <li>• Students will recognize the Eichmann Trial as the first time that Israel held a Nazi war criminal accountable.</li> </ul>
SS.912.HE.3.3:	<p>Explain the effects of Holocaust denial on contemporary society.</p> <ul style="list-style-type: none"> <li>• Students will explain how Holocaust denial has helped contribute to the creation of contemporary propaganda and the facile denial of political and social realities.</li> </ul>

SS.912.HE.3.4:	<p>Explain why it is important for current and future generations to learn from the Holocaust.</p> <ul style="list-style-type: none"> <li>• Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived.</li> <li>• Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony).</li> <li>• Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world.</li> <li>• Students will explain the significance of “Never Again.”</li> </ul>
SS.912.HE.3.5:	<p>Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.</p> <ul style="list-style-type: none"> <li>• Students will analyze examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion; making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions; accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews; accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust; accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations).</li> <li>• Students will analyze examples of antisemitism related to Israel (e.g., demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions; applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist).</li> </ul>
SS.912.W.8.6:	<p>Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.</p>
	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students’ ability to analyze and problem solve.</li> <li>• Recognize students’ effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
<p><b>Complete tasks with mathematical fluency.</b></p>	

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>

## General Course Information and Notes

### GENERAL NOTES

The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics

and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, methodically planned, and annihilation of European Jews. Students will explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany. Students will analyze the circumstances from the end of the First World War, the effects of the Treaty of Versailles, the duration of the Weimar Republic and Hitler's rise to and consolidation of power. Students will explore the pseudoscientific and eugenic roots of Nazi ideology, the development of anti-Jewish policies and the Nazi propaganda campaign.

Content will include, but is not limited to, understanding Jewish history, an investigation of human behavior in the lead up and duration of the Holocaust, the Nazi creation of ghettos for European Jews, experiences of Jews in hiding, deportations to concentration/death camps and the eventual liberation or liquidation of the camps. There will be an examination of historical and modern-day antisemitism in all its forms, and the understanding of the ramifications of antisemitism. This course will also emphasize the resilience of the Jewish people.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

**Course Number:** 2109430

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories > **Abbreviated Title:** HOLOCAUST EDUCATION

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

# Holocaust Education (#2109435) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.HE.1.1:	<p>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>Students will explain why the Holocaust is history's most extreme example of antisemitism.</li> </ul>
SS.912.HE.1.2:	<p>Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews.</p> <ul style="list-style-type: none"> <li>Students will explain the origins of antisemitism and trace it from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, Modern era).</li> <li>Students will explain the political, social and economic applications of antisemitism that led to the organized pogroms against Jewish people.</li> <li>Students will examine propaganda (e.g., the Protocols of the Elders of Zion; The Poisonous Mushroom) that was and still is utilized against Jewish people both in Europe and around the world.</li> </ul>
SS.912.HE.1.3:	<p>Analyze how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantage.</p> <ul style="list-style-type: none"> <li>Students will explain how the Nazis used antisemitism to foment hate and create a shared enemy in order to gain power prior to World War II.</li> <li>Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoss, Ruhr Crisis, hyperinflation, the Great Depression, unemployment, the 1920's Nazi platform, the Dawes Plan, the Golden Age, the failure of the Weimar Republic).</li> <li>Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles.</li> </ul>
SS.912.HE.1.4:	<p>Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.</p> <ul style="list-style-type: none"> <li>Students will compare Germany's political parties and their system of proportional representation in national elections from 1920 to 1932.</li> <li>Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo and Hitler's inner circle helped him gain and maintain power after 1933.</li> <li>Students will explain how the following contributed to Hitler's rise to power: Adolf Hitler's Munich Beer Hall Putsch, Hitler's arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg's death and Hitler as Fuhrer.</li> </ul>
SS.912.HE.1.5:	<p>Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.</p> <ul style="list-style-type: none"> <li>Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media).</li> <li>Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the "Master Race."</li> </ul>
	Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.



SS.912.HE.1.6:	<ul style="list-style-type: none"> <li>• Students will explain the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher Mädel).</li> <li>• Students will examine how the Nazis used the public education system to indoctrinate youth and children.</li> <li>• Students will explain how Nazi ideology supplanted prior beliefs.</li> </ul>
SS.912.HE.1.7:	<p>Explain what is meant by “the Aryan Race” and why this terminology was used.</p> <ul style="list-style-type: none"> <li>• Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race.</li> <li>• Students will explain how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race.</li> <li>• Students will examine the manipulation of the international community to obtain the votes to host the 1936 Olympics and how the Berlin Games were utilized as propaganda for Nazi ideology to bolster the “superiority” of the Aryan race.</li> <li>• Students will explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.</li> </ul>
SS.912.HE.2.1:	<p>Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.</p> <ul style="list-style-type: none"> <li>• Students will analyze the Nuremberg Laws and describe their effects.</li> <li>• Students will explain how the Nazis used birth records, religious symbols and practices to identify and target Jews.</li> </ul>
SS.912.HE.2.2:	<p>Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.</p> <ul style="list-style-type: none"> <li>• Students will understand the reasons for Herschel Grynszpan’s actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht.</li> <li>• Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany.</li> <li>• Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony).</li> <li>• Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony).</li> </ul>
SS.912.HE.2.3:	<p>Analyze Hitler’s motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.</p> <ul style="list-style-type: none"> <li>• Students will define the term lebensraum, or living space, as an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion.</li> <li>• Students will analyze Hitler’s use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to keep the Soviet Union out of the war.</li> </ul>
SS.912.HE.2.4:	<p>Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.</p> <ul style="list-style-type: none"> <li>• Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems).</li> <li>• Students will explain how the Kindertransport saved the lives of Jewish children.</li> </ul>
SS.912.HE.2.5:	<p>Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.</p> <ul style="list-style-type: none"> <li>• Students will explain the effects of Nazi “racial hygiene” policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah’s Witnesses), political opposition, the physically and mentally disabled and homosexuals.</li> </ul>
SS.912.HE.2.6:	<p>Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.</p> <ul style="list-style-type: none"> <li>• Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers and the Partisans in Eastern and Western Europe.</li> <li>• Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony).</li> </ul>
SS.912.HE.2.7:	<p>Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.</p> <ul style="list-style-type: none"> <li>• Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation).</li> </ul>
SS.912.HE.2.8:	<p>Analyze how corporate complicity aided Nazi goals.</p> <ul style="list-style-type: none"> <li>• Students will analyze corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).</li> </ul>
	<p>Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the</p>

SS.912.HE.2.9:	<p>assistance of the Schutzstaffel (SS), police units, the army and local collaborators.</p> <ul style="list-style-type: none"> <li>• Students will discuss major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest.</li> <li>• Students will describe the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution.</li> <li>• Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution.</li> </ul>
SS.912.HE.2.10:	<p>Explain the origins and purpose of ghettos in Europe.</p> <ul style="list-style-type: none"> <li>• Students will trace the use of ghettos in Europe prior to World War II.</li> <li>• Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos.</li> <li>• Students will explain what ghettos were in context of World War II and Nazi ideology.</li> </ul>
SS.912.HE.2.11:	<p>Discuss life in the various ghettos.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins and purpose of the Judenrat.</li> <li>• Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos.</li> <li>• Students will discuss the difference between open ghettos and closed ghettos and how that impacted life within those ghettos.</li> <li>• Students will describe various attempts at escape and forms of armed and unarmed resistance (before liquidation and liberation) including, but not limited to, the Warsaw Ghetto Uprising.</li> <li>• Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps.</li> </ul>
SS.912.HE.2.12:	<p>Define “partisan” and explain the role partisans played in World War II.</p> <ul style="list-style-type: none"> <li>• Students will identify countries that had partisan groups who fought the Nazis.</li> <li>• Students will explain the warfare tactics utilized by the resistance movements against the Nazis.</li> <li>• Students will recognize that not all resistance movements accepted Jews.</li> </ul>
SS.912.HE.2.13:	<p>Examine the origins, purpose and conditions associated with various types of camps.</p> <ul style="list-style-type: none"> <li>• Students will explain the differences between forced labor camps, concentration camps, transit camps and death camps, including the geographic location, physical structure, camp commandants and SS leadership and mechanics of murder.</li> <li>• Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides and other aspects of daily life.</li> <li>• Students will describe various attempts at escape and forms of resistance within the camps.</li> <li>• Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis.</li> <li>• Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar) and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film “Terezin: A Documentary Film of Jewish Resettlement.”</li> <li>• Students will identify and examine the 6 death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations.</li> <li>• Students will explain why the 6 death camps were only in Nazi-occupied Poland.</li> <li>• Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind.</li> </ul>
SS.912.HE.2.14:	<p>Explain the purpose of the death marches.</p> <ul style="list-style-type: none"> <li>• Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.</li> </ul>
SS.912.HE.2.15:	<p>Describe the experience of Holocaust survivors following World War II.</p> <ul style="list-style-type: none"> <li>• Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors.</li> <li>• Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation).</li> <li>• Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).</li> <li>• Students will describe the psychological and physical struggles of Holocaust survivors.</li> <li>• Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel.</li> </ul>
<p>Analyze the international community’s efforts to hold perpetrators responsible for their involvement in the Holocaust.</p>	

SS.912.HE.3.1:	<ul style="list-style-type: none"> <li>• Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust.</li> <li>• Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson’s opening statement, Prosecutor Ben Ferencz’s opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, jurisdictional issues).</li> <li>• Students will discuss how members of the international community were complicit in assisting perpetrators’ escape from both Germany and justice following World War II.</li> </ul>
SS.912.HE.3.2:	<p>Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.</p> <ul style="list-style-type: none"> <li>• Students will recognize the Eichmann Trial as the first time that Israel held a Nazi war criminal accountable.</li> </ul>
SS.912.HE.3.3:	<p>Explain the effects of Holocaust denial on contemporary society.</p> <ul style="list-style-type: none"> <li>• Students will explain how Holocaust denial has helped contribute to the creation of contemporary propaganda and the facile denial of political and social realities.</li> </ul>
SS.912.HE.3.4:	<p>Explain why it is important for current and future generations to learn from the Holocaust.</p> <ul style="list-style-type: none"> <li>• Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived.</li> <li>• Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony).</li> <li>• Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world.</li> <li>• Students will explain the significance of “Never Again.”</li> </ul>
SS.912.HE.3.5:	<p>Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.</p> <ul style="list-style-type: none"> <li>• Students will analyze examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion; making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions; accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews; accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust; accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations).</li> <li>• Students will analyze examples of antisemitism related to Israel (e.g., demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions; applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist).</li> </ul>
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p>

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

### **Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

#### **Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### **Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

#### **Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### **Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

#### **Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### **Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

#### **Clarifications:**

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
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MA.K12.MTR.6.1:	<p><b>Assess the reasonableness of solutions.</b></p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
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MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
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ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
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ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
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ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
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ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p>
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	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### GENERAL NOTES

The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, methodically planned, and annihilation of European Jews. Students will explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany. Students will analyze the circumstances from the end of the First World War, the effects of the Treaty of Versailles, the duration of the Weimar Republic and Hitler's rise to and consolidation of power. Students will explore the pseudoscientific and eugenic roots of Nazi ideology, the development of anti-Jewish policies and the Nazi propaganda campaign.

Content will include, but is not limited to, understanding Jewish history, an investigation of human behavior in the lead up and duration of the Holocaust, the Nazi creation of ghettos for European Jews, experiences of Jews in hiding, deportations to concentration/death camps and the eventual liberation or liquidation of the camps. There will be an examination of historical and modern-day antisemitism in all its forms, and the understanding of the ramifications of antisemitism. This course will also emphasize the resilience of the Jewish people.

### VERSION REQUIREMENTS

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

**Course Number:** 2109435

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies >

**SubSubject:** World and Eastern  
Hemispheric Histories >

**Abbreviated Title:** HOLOCAUST  
EDUCATION

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

Social Science (Grades 5-9)

Social Science (Grades 6-12)

History (Grades 6-12)

# Holocaust Education Honors (#2109440) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.G.4.1:	<p>Interpret population growth and other demographic data for any given place.</p>
SS.912.G.4.9:	<p>Use political maps to describe the change in boundaries and governments within continents over time.</p>
SS.912.HE.1.1:	<p>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>Students will explain why the Holocaust is history's most extreme example of antisemitism.</li> </ul>
SS.912.HE.1.2:	<p>Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews.</p> <ul style="list-style-type: none"> <li>Students will explain the origins of antisemitism and trace it from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, Modern era).</li> <li>Students will explain the political, social and economic applications of antisemitism that led to the organized pogroms against Jewish people.</li> <li>Students will examine propaganda (e.g., the Protocols of the Elders of Zion; The Poisonous Mushroom) that was and still is utilized against Jewish people both in Europe and around the world.</li> </ul>
SS.912.HE.1.3:	<p>Analyze how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantage.</p> <ul style="list-style-type: none"> <li>Students will explain how the Nazis used antisemitism to foment hate and create a shared enemy in order to gain power prior to World War II.</li> <li>Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoss, Ruhr Crisis, hyperinflation, the Great Depression, unemployment, the 1920's Nazi platform, the Dawes Plan, the Golden Age, the failure of the Weimar Republic).</li> <li>Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles.</li> </ul>
SS.912.HE.1.4:	<p>Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.</p> <ul style="list-style-type: none"> <li>Students will compare Germany's political parties and their system of proportional representation in national elections from 1920 to 1932.</li> <li>Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo and Hitler's inner circle helped him gain and maintain power after 1933.</li> <li>Students will explain how the following contributed to Hitler's rise to power: Adolf Hitler's Munich Beer Hall Putsch, Hitler's arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg's death and Hitler as Fuhrer.</li> </ul>
SS.912.HE.1.5:	<p>Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.</p> <ul style="list-style-type: none"> <li>Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media).</li> <li>Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the "Master Race."</li> </ul>
	<p>Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.</p>



SS.912.HE.1.6:	<ul style="list-style-type: none"> <li>• Students will explain the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher Mädel).</li> <li>• Students will examine how the Nazis used the public education system to indoctrinate youth and children.</li> <li>• Students will explain how Nazi ideology supplanted prior beliefs.</li> </ul>
SS.912.HE.1.7:	<p>Explain what is meant by “the Aryan Race” and why this terminology was used.</p> <ul style="list-style-type: none"> <li>• Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race.</li> <li>• Students will explain how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race.</li> <li>• Students will examine the manipulation of the international community to obtain the votes to host the 1936 Olympics and how the Berlin Games were utilized as propaganda for Nazi ideology to bolster the “superiority” of the Aryan race.</li> <li>• Students will explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.</li> </ul>
SS.912.HE.2.1:	<p>Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.</p> <ul style="list-style-type: none"> <li>• Students will analyze the Nuremberg Laws and describe their effects.</li> <li>• Students will explain how the Nazis used birth records, religious symbols and practices to identify and target Jews.</li> </ul>
SS.912.HE.2.2:	<p>Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.</p> <ul style="list-style-type: none"> <li>• Students will understand the reasons for Herschel Grynszpan’s actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht.</li> <li>• Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany.</li> <li>• Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony).</li> <li>• Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony).</li> </ul>
SS.912.HE.2.3:	<p>Analyze Hitler’s motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.</p> <ul style="list-style-type: none"> <li>• Students will define the term lebensraum, or living space, as an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion.</li> <li>• Students will analyze Hitler’s use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to keep the Soviet Union out of the war.</li> </ul>
SS.912.HE.2.4:	<p>Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.</p> <ul style="list-style-type: none"> <li>• Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems).</li> <li>• Students will explain how the Kindertransport saved the lives of Jewish children.</li> </ul>
SS.912.HE.2.5:	<p>Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.</p> <ul style="list-style-type: none"> <li>• Students will explain the effects of Nazi “racial hygiene” policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah’s Witnesses), political opposition, the physically and mentally disabled and homosexuals.</li> </ul>
SS.912.HE.2.6:	<p>Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.</p> <ul style="list-style-type: none"> <li>• Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers and the Partisans in Eastern and Western Europe.</li> <li>• Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony).</li> </ul>
SS.912.HE.2.7:	<p>Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.</p> <ul style="list-style-type: none"> <li>• Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation).</li> </ul>
SS.912.HE.2.8:	<p>Analyze how corporate complicity aided Nazi goals.</p> <ul style="list-style-type: none"> <li>• Students will analyze corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).</li> </ul>
	<p>Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the</p>

SS.912.HE.2.9:	<p>assistance of the Schutzstaffel (SS), police units, the army and local collaborators.</p> <ul style="list-style-type: none"> <li>• Students will discuss major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest.</li> <li>• Students will describe the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution.</li> <li>• Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution.</li> </ul>
SS.912.HE.2.10:	<p>Explain the origins and purpose of ghettos in Europe.</p> <ul style="list-style-type: none"> <li>• Students will trace the use of ghettos in Europe prior to World War II.</li> <li>• Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos.</li> <li>• Students will explain what ghettos were in context of World War II and Nazi ideology.</li> </ul>
SS.912.HE.2.11:	<p>Discuss life in the various ghettos.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins and purpose of the Judenrat.</li> <li>• Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos.</li> <li>• Students will discuss the difference between open ghettos and closed ghettos and how that impacted life within those ghettos.</li> <li>• Students will describe various attempts at escape and forms of armed and unarmed resistance (before liquidation and liberation) including, but not limited to, the Warsaw Ghetto Uprising.</li> <li>• Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps.</li> </ul>
SS.912.HE.2.12:	<p>Define “partisan” and explain the role partisans played in World War II.</p> <ul style="list-style-type: none"> <li>• Students will identify countries that had partisan groups who fought the Nazis.</li> <li>• Students will explain the warfare tactics utilized by the resistance movements against the Nazis.</li> <li>• Students will recognize that not all resistance movements accepted Jews.</li> </ul>
SS.912.HE.2.13:	<p>Examine the origins, purpose and conditions associated with various types of camps.</p> <ul style="list-style-type: none"> <li>• Students will explain the differences between forced labor camps, concentration camps, transit camps and death camps, including the geographic location, physical structure, camp commandants and SS leadership and mechanics of murder.</li> <li>• Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides and other aspects of daily life.</li> <li>• Students will describe various attempts at escape and forms of resistance within the camps.</li> <li>• Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis.</li> <li>• Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar) and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film “Terezin: A Documentary Film of Jewish Resettlement.”</li> <li>• Students will identify and examine the 6 death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations.</li> <li>• Students will explain why the 6 death camps were only in Nazi-occupied Poland.</li> <li>• Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind.</li> </ul>
SS.912.HE.2.14:	<p>Explain the purpose of the death marches.</p> <ul style="list-style-type: none"> <li>• Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.</li> </ul>
SS.912.HE.2.15:	<p>Describe the experience of Holocaust survivors following World War II.</p> <ul style="list-style-type: none"> <li>• Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors.</li> <li>• Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation).</li> <li>• Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).</li> <li>• Students will describe the psychological and physical struggles of Holocaust survivors.</li> <li>• Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel.</li> </ul>
<p>Analyze the international community’s efforts to hold perpetrators responsible for their involvement in the Holocaust.</p>	

SS.912.HE.3.1:	<ul style="list-style-type: none"> <li>• Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust.</li> <li>• Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson’s opening statement, Prosecutor Ben Ferencz’s opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, jurisdictional issues).</li> <li>• Students will discuss how members of the international community were complicit in assisting perpetrators’ escape from both Germany and justice following World War II.</li> </ul>
SS.912.HE.3.2:	<p>Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.</p> <ul style="list-style-type: none"> <li>• Students will recognize the Eichmann Trial as the first time that Israel held a Nazi war criminal accountable.</li> </ul>
SS.912.HE.3.3:	<p>Explain the effects of Holocaust denial on contemporary society.</p> <ul style="list-style-type: none"> <li>• Students will explain how Holocaust denial has helped contribute to the creation of contemporary propaganda and the facile denial of political and social realities.</li> </ul>
SS.912.HE.3.4:	<p>Explain why it is important for current and future generations to learn from the Holocaust.</p> <ul style="list-style-type: none"> <li>• Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived.</li> <li>• Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony).</li> <li>• Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world.</li> <li>• Students will explain the significance of “Never Again.”</li> </ul>
SS.912.HE.3.5:	<p>Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.</p> <ul style="list-style-type: none"> <li>• Students will analyze examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion; making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions; accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews; accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust; accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations).</li> <li>• Students will analyze examples of antisemitism related to Israel (e.g., demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions; applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist).</li> </ul>
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K.12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### VERSION DESCRIPTION

The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, methodically planned, and annihilation of European Jews. Students will explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany. Students will analyze the circumstances from the end of the First World War, the effects of the Treaty of Versailles, the duration of the Weimar Republic and Hitler's rise to and consolidation of power. Students will explore the pseudoscientific and eugenic roots of Nazi ideology, the development of anti-Jewish policies and the Nazi propaganda campaign.

Content will include, but is not limited to, understanding Jewish history, an investigation of human behavior in the lead up and duration of the Holocaust, the Nazi creation of ghettos for European Jews, experiences of Jews in hiding, deportations to concentration/death camps and the eventual liberation or liquidation of the camps. There will be an examination of historical and modern-day antisemitism in all its forms, and the understanding of the ramifications of antisemitism. This course will also emphasize the resilience of the Jewish people.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, more complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>.

**GENERAL INFORMATION**

**Course Number:** 2109440

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories > **Abbreviated Title:** HOLOCAUST ED HONORS

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

# International Baccalaureate Contemporary History 1 (#2109800) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2109800

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories > **Abbreviated Title:** IB CONTEMP HISTORY 1

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)



# International Baccalaureate Contemporary History 2 (#2109805) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 2109805	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> World and Eastern Hemispheric Histories >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB CONTEMP HISTORY 2
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)

# Florida's Preinternational Baccalaureate World History (#2109810) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.HE.1.1:	<p>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>Students will explain why the Holocaust is history's most extreme example of antisemitism.</li> </ul>
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
SS.912.W.2.4:	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.11:	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.8:	Identify important figures associated with the Crusades.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16:	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.9:	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.1:	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Overture.
SS.912.W.6.1:	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
SS.912.W.6.2:	Summarize the social and economic effects of the Industrial Revolution.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.
SS.912.W.6.6:	Analyze the causes and effects of imperialism.
SS.912.W.6.7:	Identify major events in China during the 19th and early 20th centuries related to imperialism.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
SS.912.W.7.2:	Describe the changing nature of warfare during World War I.
SS.912.W.7.3:	Summarize significant effects of World War I.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.9:	Identify the wartime strategy and post-war plans of the Allied leaders.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
SS.912.W.7.11:	Describe the effects of World War II.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
SS.912.W.8.2:	Describe characteristics of the early Cold War.
SS.912.W.8.3:	Summarize key developments in post-war China.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

MA.K12.MTR.5.1:

- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K.12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### VERSION DESCRIPTION

#### Course Description:

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the state academic standards (SAS) and standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** *Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.  
[https://ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary

for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## GENERAL INFORMATION

**Course Number:** 2109810

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories >

**Abbreviated Title:** FL PRE IB WORLD HIST

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10

**Graduation Requirement:** World History

**Course Level:** 3

## Educator Certifications

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

## Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography Equivalency start year: 2018
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# International Baccalaureate History of Europe (#2109820) 2014 - And

Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2109820

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories >

**Abbreviated Title:** IB HISTORY OF EUROPE

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# International Baccalaureate Mid Yrs Prog World History (#2109830) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 2109830

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories >

**Abbreviated Title:** IB MYP WRLD HIST

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Level:** 3

**Graduation Requirement:** World History

### Educator Certifications

Social Science (Grades 5-9)
History (Grades 6-12)
Social Science (Grades 6-12)

### Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography Equivalency start year: 2018
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# Anthropology Honors (#2120710) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
SS.912.CG.2.2:	<p>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul>
SS.912.CG.2.3:	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.11:	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> <li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
SS.912.CG.2.12:	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
	Analyze the influence and effects of various forms of media and the internet in political communication.

SS.912.CG.2.13:	<ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.4.1:	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
SS.912.CG.4.2:	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.CG.4.4:	<p>Identify indicators of democratization in foreign countries.</p> <ul style="list-style-type: none"> <li>• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.

SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
	<b>Actively participate in effortful learning both individually and collectively.</b>
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	
	<b>Clarifications:</b>
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<b>Demonstrate understanding by representing problems in multiple ways.</b>
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	
	<b>Clarifications:</b>
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<b>Complete tasks with mathematical fluency.</b>
	Mathematicians who complete tasks with mathematical fluency:
	<ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p>

## General Course Information and Notes

### GENERAL NOTES

**Anthropology Honors** - The grade 9-12 Anthropology Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

<b>Course Number:</b> 2120710	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Anthropology > <b>Abbreviated Title:</b> ANTHRO HON
<b>Number of Credits:</b> Half credit (.5)	<b>Course Length:</b> Semester (S) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

Social Science (Grades 6-12)
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# Philosophy Honors (#2120910) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.CG.1.2:	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>• Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>• Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>• Students will evaluate how the documents are connected to one another.</li> <li>• Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>• Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.S.1.4:	Examine changing points of view of social issues, such as poverty, crime and discrimination.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.

SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.7:	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p>

## General Course Information and Notes

### GENERAL NOTES

**Philosophy Honors** - The grade 9-12 Philosophy Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**GENERAL INFORMATION**

**Course Number:** 2120910

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Philosophy and Religion > **Abbreviated Title:** PHILOS HON

**Course Length:** Semester (S)

**Course Attributes:**

- Honors

**Course Level:** 3

**Educator Certifications**

History (Grades 6-12)
Social Science (Grades 6-12)
Humanities (Elementary and Secondary Grades K-12)

# Philosophy Honors 2 (#2120915) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>• Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>• Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>• Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul>
SS.912.CG.2.4:	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
SS.912.CG.2.5:	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.2.11:	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> <li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political communication on American political process and public opinion.</li> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.

SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>

- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

#### Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

#### Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

#### Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

#### Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:



	<ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors.

## General Course Information and Notes

### GENERAL NOTES

**Philosophy Honors 2** - The grade 9-12 Philosophy Honors 2 course consists of the following content area strands: American History, World History, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

## Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

## Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

<b>Course Number:</b> 2120915	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Philosophy and Religion > <b>Abbreviated Title:</b> PHILOS HON 2
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

## Educator Certifications

Social Science (Grades 6-12)
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# Social Studies Grade K (#5021020) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.K.A.1.1:	Develop an understanding of how to use and create a timeline.
SS.K.A.1.2:	Develop an awareness of a primary source.
SS.K.A.2.1:	Compare children and families of today with those in the past.
SS.K.A.2.2:	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
SS.K.A.2.3:	Compare our nation's holidays with holidays of other cultures.
SS.K.A.2.4:	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
SS.K.A.2.5:	Recognize the importance of U.S. symbols.
SS.K.A.3.1:	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
SS.K.A.3.2:	Explain that calendars represent days of the week and months of the year.
SS.K.CG.1.1:	<p>Identify the purpose of rules and laws in the home and school.</p> <ul style="list-style-type: none"> <li>• Students will define rules as standards of responsible behavior (e.g., rules for home and school).</li> <li>• Students will define laws as a system of rules intended to protect people and property that are created and enforced by government (e.g., speed limit).</li> <li>• Students will identify what can happen without rules and laws.</li> </ul>
SS.K.CG.1.2:	<p>Identify people who have the authority and power to make and enforce rules and laws.</p> <ul style="list-style-type: none"> <li>• Students will identify authority figures in their school and community including, but not limited to, parents, teachers and law enforcement officers.</li> </ul>
SS.K.CG.2.1:	<p>Describe and demonstrate the characteristics of being a responsible citizen.</p> <ul style="list-style-type: none"> <li>• Students will identify examples of responsible citizenship.</li> <li>• Students will demonstrate that conflicts can be resolved in ways that are consistent with being a responsible citizen.</li> <li>• Students will explain why it is important to take responsibility for one's actions.</li> </ul>
SS.K.CG.2.2:	<p>Describe ways for groups to make decisions.</p> <ul style="list-style-type: none"> <li>• Students will practice decision-making in small and large groups through voting, taking turns, class meetings and discussion.</li> <li>• Students will identify examples of responsible decisions.</li> </ul>
SS.K.CG.2.3:	<p>Define patriotism as the allegiance to one's country.</p> <ul style="list-style-type: none"> <li>• Students will identify patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).</li> <li>• Students will recognize that the Pledge of Allegiance is an oath that affirms American values and freedom.</li> <li>• Students will identify "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all" as the Pledge of Allegiance.</li> </ul>
SS.K.CG.2.4:	<p>Recognize symbols that represent the United States.</p> <ul style="list-style-type: none"> <li>• Students will recognize the American flag, the bald eagle and the U.S. President as symbols that represent the United States.</li> </ul>
SS.K.CG.2.5:	<p>Recognize symbols that represent Florida.</p> <ul style="list-style-type: none"> <li>• Students will recognize Florida's state flag and state nickname ("The Sunshine State") as symbols that represent the state.</li> </ul>
SS.K.E.1.1:	Describe different kinds of jobs that people do and the tools or equipment used.
SS.K.E.1.2:	Recognize that United States currency comes in different forms.
SS.K.E.1.3:	Recognize that people work to earn money to buy things they need or want.
SS.K.E.1.4:	Identify the difference between basic needs and wants.

SS.K.G.1.1:	Describe the relative location of people, places, and things by using positional words.
SS.K.G.1.2:	Explain that maps and globes help to locate different places and that globes are a model of the Earth.
SS.K.G.1.3:	Identify cardinal directions (north, south, east, west).
SS.K.G.1.4:	Differentiate land and water features on simple maps and globes.
SS.K.G.2.1:	Locate and describe places in the school and community.
SS.K.G.2.2:	Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.
SS.K.G.3.1:	Identify basic landforms.
SS.K.G.3.2:	Identify basic bodies of water.
SS.K.G.3.3:	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

MA.K12.MTR.1.1:	<p><b>Actively participate in effortful learning both individually and collectively.</b></p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>

MA.K12.MTR.2.1:	<p><b>Demonstrate understanding by representing problems in multiple ways.</b></p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>

MA.K12.MTR.3.1:	<p><b>Complete tasks with mathematical fluency.</b></p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>

	<p><b>Engage in discussions that reflect on the mathematical thinking of self and others.</b></p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> </ul>
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- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can

consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.K.C.2.4:

Explain the importance of rules to maintain health.

## General Course Information and Notes

### GENERAL NOTES

**Living, Learning and Working Together:** Kindergarten students will learn about themselves, their families, and the community. Students will be introduced to basic concepts related to history, geography, economics, and citizenship.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida

educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**GENERAL INFORMATION**

**Course Number:** 5021020

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Social Studies > **SubSubject:** General >

**Abbreviated Title:** SOC STUDIES K

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** K

**Educator Certifications**

Social Studies (Elementary Grades 1-6)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Elementary Grades 1-6)
Early Childhood Education (Early Childhood)
Elementary Education (Grades K-6)

# Social Studies Grade 1 (#5021030) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.1.A.1.1:	Develop an understanding of a primary source.
SS.1.A.1.2:	Understand how to use the media center/other sources to find answers to questions about a historical topic.
SS.1.A.2.1:	Understand history tells the story of people and events of other times and places.
SS.1.A.2.2:	Compare life now with life in the past.
SS.1.A.2.3:	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.
SS.1.A.2.4:	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
SS.1.A.2.5:	Distinguish between historical fact and fiction using various materials.
SS.1.A.3.1:	Use terms related to time to sequentially order events that have occurred in school, home, or community.
SS.1.A.3.2:	Create a timeline based on the student's life or school events, using primary sources.
	Explain the purpose of rules and laws in the home, school and community.
SS.1.CG.1.1:	<ul style="list-style-type: none"> <li>Students will explain the role that rules and laws play in their daily life.</li> <li>Students will explain the difference between rules and laws.</li> </ul>
	Describe how the absence of rules and laws impacts individuals and the community.
SS.1.CG.1.2:	<ul style="list-style-type: none"> <li>Students will provide examples of rules and laws in their lives and in the community.</li> <li>Students will recognize that disorder, injustice and harm to people can occur when there is an absence of rules and laws.</li> </ul>
	Explain the rights and responsibilities students have in the school community.
SS.1.CG.2.1:	<ul style="list-style-type: none"> <li>Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community.</li> <li>Students will define rights as freedoms protected by laws in society and protected by rules in the school community.</li> <li>Students will define responsibilities as things citizens should do to benefit the community.</li> </ul>
	Describe the characteristics of citizenship in the school community.
SS.1.CG.2.2:	<ul style="list-style-type: none"> <li>Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for environment, treat animals with kindness).</li> <li>Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying).</li> </ul>
	Recognize ways citizens can demonstrate patriotism.
SS.1.CG.2.3:	<ul style="list-style-type: none"> <li>Students will discuss appropriate ways to show respect during the Pledge of Allegiance and National Anthem (e.g., stand at attention, face the flag, pause conversations).</li> <li>Students will discuss how to show respect for the American flag (e.g., how to properly display and dispose of the American flag).</li> <li>Students will discuss how to demonstrate patriotism during patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).</li> </ul>
	Recognize symbols and individuals that represent the United States.
SS.1.CG.2.4:	<ul style="list-style-type: none"> <li>Students will recognize the national motto ("In God We Trust") and "We the People" as symbols that represent the United States.</li> <li>Students will recognize Benjamin Franklin, George Washington, Daniel Webster and Martin Luther King Jr. as individuals who represent the United States.</li> </ul>
	Recognize symbols and individuals that represent Florida.
SS.1.CG.2.5:	<ul style="list-style-type: none"> <li>Students will recognize that the state motto ("In God We Trust") and the state day (Pascua Florida Day) are symbols that represent Florida.</li> <li>Students will identify the current Florida governor and recognize the governor as an individual who represents the state.</li> </ul>
	Recognize that the United States and Florida have Constitutions.



- SS.1.CG.3.1:
- Students will define a constitution as an agreed-upon set of rules or laws.
  - Students will recognize that the U.S. Constitution starts with “We the People.”

- SS.1.CG.3.2:
- Explain responsible ways for individuals and groups to make decisions.
- Students will demonstrate characteristics of responsible decision-making.
  - Students will explain how multiple perspectives contribute to the unity of the United States.

SS.1.E.1.1: Recognize that money is a method of exchanging goods and services.

SS.1.E.1.2: Define opportunity costs as giving up one thing for another.

SS.1.E.1.3: Distinguish between examples of goods and services.

SS.1.E.1.4: Distinguish people as buyers, sellers, and producers of goods and services.

SS.1.E.1.5: Recognize the importance of saving money for future purchases.

SS.1.E.1.6: Identify that people need to make choices because of scarce resources.

SS.1.G.1.1: Use physical and political/cultural maps to locate places in Florida.

SS.1.G.1.2: Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .

SS.1.G.1.3: Construct a basic map using key elements including cardinal directions and map symbols.

SS.1.G.1.4: Identify a variety of physical features using a map and globe.

SS.1.G.1.5: Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.

SS.1.G.1.6: Describe how location, weather, and physical environment affect the way people live in our community.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.1.C.2.4:	<p>Recognize health consequences for not following rules.</p>

## General Course Information and Notes

### GENERAL NOTES

**Our Community and Beyond:** First grade students will expand their knowledge of family and community through explorations in history, geography, and economics and learn about their role as a citizen in their home, school, and community.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

**GENERAL INFORMATION**

**Course Number:** 5021030

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Social Studies > **SubSubject:** General > **Abbreviated Title:** SOC STUDIES 1  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 1

**Educator Certifications**

- Elementary Education (Elementary Grades 1-6)
- Primary Education (K-3)
- Social Studies (Elementary Grades 1-6)
- Prekindergarten/Primary Education (Age 3 through Grade 3)
- Elementary Education (Grades K-6)

# Social Studies Grade 2 (#5021040) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.2.A.1.1:	Examine primary and secondary sources.
SS.2.A.1.2:	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
SS.2.A.2.1:	Recognize that Native Americans were the first inhabitants in North America.
SS.2.A.2.2:	Compare the cultures of Native American tribes from various geographic regions of the United States.
SS.2.A.2.3:	Describe the impact of immigrants on the Native Americans.
SS.2.A.2.4:	Explore ways the daily life of people living in Colonial America changed over time.
SS.2.A.2.5:	Identify reasons people came to the United States throughout history.
SS.2.A.2.6:	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.
SS.2.A.2.7:	Discuss why immigration continues today.
SS.2.A.2.8:	Explain the cultural influences and contributions of immigrants today.
SS.2.A.3.1:	Identify terms and designations of time sequence.
	Explain why people form governments.
SS.2.CG.1.1:	<ul style="list-style-type: none"> <li>Students will explain the role of laws in government.</li> <li>Students will define and provide examples of laws at the state and national levels.</li> <li>Students will use scenarios to identify the impact of government on daily life.</li> </ul>
	Explain how the U.S. government protects the liberty and rights of American citizens.
SS.2.CG.1.2:	<ul style="list-style-type: none"> <li>Students will recognize that the equal rights of citizens are protected by the U.S. Constitution.</li> </ul>
	Explain what it means to be a U.S. citizen.
SS.2.CG.2.1:	<ul style="list-style-type: none"> <li>Students will recognize that there are multiple ways to obtain citizenship.</li> </ul>
	Describe the characteristics of responsible citizenship at the local and state levels.
SS.2.CG.2.2:	<ul style="list-style-type: none"> <li>Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement).</li> <li>Students will identify characteristics of irresponsible citizenship (e.g., disorderly assembly, breaking the law).</li> <li>Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.</li> </ul>
	Explain how citizens demonstrate patriotism.
SS.2.CG.2.3:	<ul style="list-style-type: none"> <li>Students will explain why reciting the Pledge of Allegiance daily is an act of patriotism.</li> <li>Students will explain the importance of recognizing patriotic holidays or observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).</li> </ul>
	Recognize symbols, individuals and documents that represent the United States.
SS.2.CG.2.4:	<ul style="list-style-type: none"> <li>Students will recognize the U.S. Capitol, the White House, the U.S. Supreme Court building and the Statue of Liberty as symbols that represent the United States.</li> <li>Students will recognize Rosa Parks and Thomas Jefferson as individuals who represent the United States.</li> <li>Students will recognize the Declaration of Independence as a document that represents the United States.</li> </ul>
	Recognize symbols, individuals and documents that represent Florida.
SS.2.CG.2.5:	<ul style="list-style-type: none"> <li>Students will recognize the Florida State Capitol and the Everglades National Park as symbols of Florida.</li> <li>Students will recognize Andrew Jackson and Marjory Stoneman Douglas as individuals who represent Florida.</li> <li>Students will recognize the Florida Constitution as a document that represents Florida.</li> </ul>
	Identify the Constitution of the United States as the supreme law of the land.
SS.2.CG.3.1:	<ul style="list-style-type: none"> <li>Students will recognize that the United States has a written constitution.</li> <li>Students will identify the United States as a constitutional republic.</li> </ul>

SS.2.E.1.1:	Recognize that people make choices because of limited resources.
SS.2.E.1.2:	Recognize that people supply goods and services based on consumer demands.
SS.2.E.1.3:	Recognize that the United States trades with other nations to exchange goods and services.
SS.2.E.1.4:	Explain the personal benefits and costs involved in saving and spending.
SS.2.G.1.1:	Use different types of maps (political, physical, and thematic) to identify map elements.
SS.2.G.1.2:	Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.
SS.2.G.1.3:	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
SS.2.G.1.4:	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).
	<b>Actively participate in effortful learning both individually and collectively.</b>
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	
	<b>Clarifications:</b>
	Teachers who encourage students to participate actively in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<b>Demonstrate understanding by representing problems in multiple ways.</b>
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	
	<b>Clarifications:</b>
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<b>Complete tasks with mathematical fluency.</b>
	Mathematicians who complete tasks with mathematical fluency:
	<ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	
	<b>Clarifications:</b>
	Teachers who encourage students to complete tasks with mathematical fluency:
	<ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<b>Engage in discussions that reflect on the mathematical thinking of self and others.</b>
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	<ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> </ul>

- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can

consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.2.C.2.4:

Explain the ways that rules make the classroom, school, and community safer.

## General Course Information and Notes

### GENERAL NOTES

**Who We Are As Americans:** Second grade students will investigate the impact of immigration over time in the United States, explore the geography of North America, and discover the foundations of American citizenship.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:



Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

## GENERAL INFORMATION

**Course Number:** 5021040

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Social Studies > **SubSubject:** General >

**Abbreviated Title:** SOC STUDIES 2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 2

## Educator Certifications

Elementary Education (Elementary Grades 1-6)
Social Studies (Elementary Grades 1-6)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)

# Social Studies Grade 3 (#5021050) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.3.A.1.1:	Analyze primary and secondary sources.
SS.3.A.1.2:	Utilize technology resources to gather information from primary and secondary sources.
SS.3.A.1.3:	Define terms related to the social sciences.
SS.3.CG.1.1:	<p>Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.</p> <ul style="list-style-type: none"> <li>Students will explain the purpose of and need for government in terms of protection of rights, organization, security and services.</li> </ul>
SS.3.CG.1.2:	<p>Describe how the U.S. government gains its power from the people.</p> <ul style="list-style-type: none"> <li>Students will recognize what is meant by “We the People” and “consent of the governed.”</li> <li>Students will identify sources of consent (e.g., voting and elections).</li> <li>Students will recognize that the U.S. republic is governed by the “consent of the governed” and government power is exercised through representatives of the people.</li> </ul>
SS.3.CG.2.1:	<p>Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.</p> <ul style="list-style-type: none"> <li>Students will identify examples including, but not limited to, food drives, book drives, community clean-ups, voting, blood donation drives, volunteer fire departments and neighborhood watch programs.</li> </ul>
SS.3.CG.2.2:	<p>Describe the importance of voting in elections.</p> <ul style="list-style-type: none"> <li>Students will recognize that it is every citizen’s responsibility to vote.</li> <li>Students will explain the importance of voting in a republic.</li> </ul>
SS.3.CG.2.3:	<p>Explain the history and meaning behind patriotic holidays and observances.</p> <ul style="list-style-type: none"> <li>Students will identify patriotic holidays and observances to include, but not limited to, American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day.</li> </ul>
SS.3.CG.2.4:	<p>Recognize symbols, individuals, documents and events that represent the United States.</p> <ul style="list-style-type: none"> <li>Students will recognize Mount Rushmore, Uncle Sam and the Washington Monument as symbols that represent the United States.</li> <li>Students will recognize James Madison, Alexander Hamilton, Booker T. Washington and Susan B. Anthony as individuals who represent the United States.</li> <li>Students will recognize the U.S. Constitution as a document that represents the United States.</li> <li>Students will recognize the Constitutional Convention (May 1787 – September 1787) and the signing of the U.S. Constitution (September 17, 1787) as events that represent the United States.</li> </ul>
SS.3.CG.2.5:	<p>Recognize symbols, individuals, documents and events that represent the State of Florida.</p> <ul style="list-style-type: none"> <li>Students will recognize the Great Seal of the State of Florida as a symbol that represents the state.</li> <li>Students will recognize William Pope Duval, William Dunn Moseley and Josiah T. Walls as individuals who represent Florida.</li> <li>Students will identify the Declaration of Rights in the Florida Constitution as a document that represents Florida.</li> <li>Students will recognize that Florida became the 27th state of the United States on March 3, 1845.</li> </ul>
SS.3.CG.3.1:	<p>Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the U.S. Constitution and the Florida Constitution establish the framework for national and state government.</li> <li>Students will recognize how government is organized at the national level (e.g., three branches of government).</li> <li>Students will provide examples of people who make and enforce rules and laws in the United States (e.g., congress and president) and Florida (e.g., state legislature and governor).</li> </ul>
SS.3.CG.3.2:	<p>Recognize that government has local, state and national levels.</p> <ul style="list-style-type: none"> <li>Students will recognize that each level of government has its own unique structure and responsibilities.</li> <li>Students will distinguish between the responsibilities of the local, state and national governments in the United States.</li> </ul>

States.

- SS.3.E.1.1: Give examples of how scarcity results in trade.
- SS.3.E.1.2: List the characteristics of money.
- SS.3.E.1.3: Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
- SS.3.E.1.4: Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.1.1: Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
- SS.3.G.1.2: Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .
- SS.3.G.1.3: Label the continents and oceans on a world map.
- SS.3.G.1.4: Name and identify the purpose of maps (physical, political, elevation, population).
- SS.3.G.1.5: Compare maps and globes to develop an understanding of the concept of distortion.
- SS.3.G.1.6: Use maps to identify different types of scale to measure distances between two places.
- SS.3.G.2.1: Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
- SS.3.G.2.2: Identify the five regions of the United States.
- SS.3.G.2.3: Label the states in each of the five regions of the United States.
- SS.3.G.2.4: Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.2.5: Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.2.6: Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.
- SS.3.G.3.1: Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.3.2: Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.4.1: Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.4.2: Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.4.3: Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
- SS.3.G.4.4: Identify contributions from various ethnic groups to the United States.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
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ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.3.C.2.3:	<p>Identify classroom and school rules that promote health and disease prevention.</p>

## General Course Information and Notes

### GENERAL NOTES

**Third Grade: The United States Regions and Its Neighbors** - The third grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Third grade students will learn about North America and the Caribbean. They will focus on the regions of the United States, Canada, Mexico, and the Caribbean Islands. Their study will include physical and cultural characteristics as they learn about our country and its neighbors.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### GENERAL INFORMATION

**Course Number:** 5021050  
**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Social Studies > **SubSubject:** General >  
**Abbreviated Title:** SOC STUDIES 3  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 3

### Educator Certifications

Elementary Education (Elementary Grades 1-6)
Social Studies (Elementary Grades 1-6)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)

# Social Studies Grade 4 (#5021060) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.4.A.1.1:	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
SS.4.A.1.2:	Synthesize information related to Florida history through print and electronic media.
SS.4.A.2.1:	Compare Native American tribes in Florida.
SS.4.A.3.1:	Identify explorers who came to Florida and the motivations for their expeditions.
SS.4.A.3.2:	Describe causes and effects of European colonization on the Native American tribes of Florida.
SS.4.A.3.3:	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
SS.4.A.3.4:	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
SS.4.A.3.5:	Identify the significance of Fort Mose as the first free African community in the United States.
SS.4.A.3.6:	Identify the effects of Spanish rule in Florida.
SS.4.A.3.7:	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
SS.4.A.3.8:	Explain how the Seminole tribe formed and the purpose for their migration.
SS.4.A.3.9:	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.
SS.4.A.3.10:	Identify the causes and effects of the Seminole Wars.
SS.4.A.4.1:	Explain the effects of technological advances on Florida.
SS.4.A.4.2:	Describe pioneer life in Florida.
SS.4.A.5.1:	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.
SS.4.A.5.2:	Summarize challenges Floridians faced during Reconstruction.
SS.4.A.6.1:	Describe the economic development of Florida's major industries.
SS.4.A.6.2:	Summarize contributions immigrant groups made to Florida.
SS.4.A.6.3:	Describe the contributions of significant individuals to Florida.
SS.4.A.6.4:	Describe effects of the Spanish American War on Florida.
SS.4.A.7.1:	Describe the causes and effects of the 1920's Florida land boom and bust.
SS.4.A.7.2:	Summarize challenges Floridians faced during the Great Depression.
SS.4.A.7.3:	Identify Florida's role in World War II.
SS.4.A.8.1:	Identify Florida's role in the Civil Rights Movement.
SS.4.A.8.2:	Describe how and why immigration impacts Florida today.
SS.4.A.8.3:	Describe the effect of the United States space program on Florida's economy and growth.
SS.4.A.8.4:	Explain how tourism affects Florida's economy and growth.
SS.4.A.9.1:	Utilize timelines to sequence key events in Florida history.
	Explain why the Florida government has a written Constitution.
SS.4.CG.1.1:	<ul style="list-style-type: none"> <li>Students will recognize that every state has a state constitution.</li> <li>Students will explain the relationship between a written constitution, the government established and the citizens.</li> </ul>
	Identify and describe how citizens work with local and state governments to solve problems.
SS.4.CG.2.1:	<ul style="list-style-type: none"> <li>Students will explain how public issues, such as taxation, roads, zoning and schools, impact citizens' daily lives.</li> <li>Students will describe how citizens can help solve community and state problems (e.g., attending government meetings, communicating with their elected representatives).</li> </ul>
	Explain the importance of voting, public service and volunteerism to the state and nation.
SS.4.CG.2.2:	<ul style="list-style-type: none"> <li>Students will explain how voting, public service and volunteerism contribute to the preservation of the republic.</li> <li>Students will discuss different types of public service and volunteerism.</li> </ul>
	Identify individuals who represent the citizens of Florida at the state level.
SS.4.CG.2.3:	<ul style="list-style-type: none"> <li>Students will identify their local state senator and state representative.</li> <li>Students will identify appropriate methods for communicating with elected officials.</li> <li>Students will recognize that Florida has a representative government.</li> </ul>
	Explain the structure and functions of the legislative, executive and judicial branches of government in Florida.
SS.4.CG.3.1:	<ul style="list-style-type: none"> <li>Students will compare the powers of Florida's three branches of government.</li> </ul>

	<ul style="list-style-type: none"> <li>Students will explain how the Declaration of Rights in the Florida Constitution protects the rights of citizens.</li> </ul>
	Compare the structure, functions and processes of local and state government.
SS.4.CG.3.2:	<ul style="list-style-type: none"> <li>Students will identify how government is organized at the local and state level including, but not limited to, legislative branch (e.g., legislature, city/county commission), executive branch (e.g., governor, mayor) and judicial branch (e.g., county and circuit courts).</li> </ul>
SS.4.E.1.1:	Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.
SS.4.E.1.2:	Explain Florida's role in the national and international economy and conditions that attract businesses to the state.
SS.4.FL.1.1:	People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.
SS.4.FL.1.2:	People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work.
SS.4.FL.1.3:	Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.
SS.4.FL.1.4:	People can earn interest income from letting other people borrow their money. Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.
SS.4.FL.1.5:	People can earn income by renting their property to other people. Identify different types of property (such as apartments, automobiles, or tools) that people own and on which rent is paid.
SS.4.FL.1.6:	Describe ways that people who own a business can earn a profit, which is a source of income.
SS.4.FL.1.7:	Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify ways in which starting a business is risky for entrepreneurs.
SS.4.FL.1.8:	Income earned from working and most other sources of income are taxed. Describe ways that the revenue from these taxes is used to pay for government provided goods and services.
SS.4.FL.2.1:	Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.
SS.4.FL.2.2:	Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.
SS.4.FL.2.3:	Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.
SS.4.FL.2.4:	Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice.
SS.4.FL.2.5:	Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives.
SS.4.FL.2.6:	Predict how people's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.
SS.4.FL.2.7:	Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.
SS.4.FL.3.1:	Identify ways that income is saved, spent on goods and services, or used to pay taxes.
SS.4.FL.3.2:	Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.
SS.4.FL.3.3:	Identify ways that people can choose to save money in many places—for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.
SS.4.FL.3.4:	Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.
SS.4.FL.3.5:	Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.
SS.4.FL.4.1:	Discuss that interest is the price the borrower pays for using someone else's money.
SS.4.FL.4.2:	Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest.
SS.4.FL.5.1:	Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time.
SS.4.FL.5.2:	Explain that a financial investment is the purchase of a financial asset such as a stock with the expectation of an increase in the value of the asset and/or increase in future income.
SS.4.FL.6.1:	Explain that risk is the chance of loss or harm.
SS.4.FL.6.2:	Explain that risk from accidents and unexpected events is an unavoidable part of daily life.
SS.4.FL.6.3:	Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.
SS.4.FL.6.4:	Discuss that one method to cope with unexpected losses is to save for emergencies.
SS.4.G.1.1:	Identify physical features of Florida.
SS.4.G.1.2:	Locate and label cultural features on a Florida map.
SS.4.G.1.3:	Explain how weather impacts Florida.
SS.4.G.1.4:	Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
	<b>Actively participate in effortful learning both individually and collectively.</b>
	Mathematicians who participate in effortful learning both individually and with others:



MA.K12.MTR.1.1:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

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6-8 Students continue with previous skills and use a style guide to create a proper citation.

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HE.4.C.2.4:	Recognize types of school rules and community laws that promote health and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Fourth Grade: Florida Studies** - The fourth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fourth grade students will learn about Florida history focusing on exploration and colonization, growth, and the 20th Century and beyond. Students will study the important people, places, and events that helped shape Florida history.

#### Special Notes:

Additional content that may be contained in the NAEP Grade 4 Civics assessment includes:

- Definition of government
- American identity
- Costs, benefits of unity/diversity
- Contacting public officials, agencies
- The concept of nation
- Interaction among nations in the areas of trade, diplomacy, cultural context, treaties and agreements, and military force
- Importance of peaceful resolution of international conflicts
- Healthy functioning of American constitutional democracy
- Criteria for selecting leaders

The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

Additional content that may be contained in the NAEP Grade 4 Geography assessment includes:

- spatial units, features, and patterns
- the earth's environment, its limited capacity, human effect on it
- relationships between and among places, changes in technology affecting connections among people and places
- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf>

Additional content that may be contained in the NAEP Grade 4 United States History assessment includes:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas

- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf>

### Instructional Practices

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1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
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### GENERAL INFORMATION

**Course Number:** 5021060

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Social Studies > **SubSubject:** General >

**Abbreviated Title:** SOC STUDIES 4

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 4

### Educator Certifications

Elementary Education (Elementary Grades 1-6)

Social Studies (Elementary Grades 1-6)

Elementary Education (Grades K-6)

# Social Studies Grade 5 (#5021070) 2023 - And Beyond (current)

## Course Standards

Name	Description
SS.5.A.1.1:	Use primary and secondary sources to understand history.
SS.5.A.1.2:	Utilize timelines to identify and discuss American History time periods.
SS.5.A.2.1:	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).
SS.5.A.2.2:	Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).
SS.5.A.2.3:	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.
SS.5.A.3.1:	Describe technological developments that shaped European exploration.
SS.5.A.3.2:	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
SS.5.A.3.3:	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
SS.5.A.4.1:	Identify the economic, political and socio-cultural motivation for colonial settlement.
SS.5.A.4.2:	Compare characteristics of New England, Middle, and Southern colonies.
SS.5.A.4.3:	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
SS.5.A.4.4:	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.
SS.5.A.4.5:	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
SS.5.A.4.6:	Describe the introduction, impact, and role of slavery in the colonies.
SS.5.A.5.1:	Identify and explain significant events leading up to the American Revolution.
SS.5.A.5.2:	Identify significant individuals and groups who played a role in the American Revolution.
SS.5.A.5.3:	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.
SS.5.A.5.4:	Examine and explain the changing roles and impact of significant women during the American Revolution.
SS.5.A.5.5:	Examine and compare major battles and military campaigns of the American Revolution.
SS.5.A.5.6:	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
SS.5.A.5.7:	Explain economic, military, and political factors which led to the end of the Revolutionary War.
SS.5.A.5.8:	Evaluate the personal and political hardships resulting from the American Revolution.
SS.5.A.5.9:	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).
SS.5.A.5.10:	Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.
SS.5.A.6.1:	Describe the causes and effects of the Louisiana Purchase.
SS.5.A.6.2:	Identify roles and contributions of significant people during the period of westward expansion.
SS.5.A.6.3:	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
SS.5.A.6.4:	Explain the importance of the explorations west of the Mississippi River.
SS.5.A.6.5:	Identify the causes and effects of the War of 1812.
SS.5.A.6.6:	Explain how westward expansion affected Native Americans.
SS.5.A.6.7:	Discuss the concept of Manifest Destiny.
SS.5.A.6.8:	Describe the causes and effects of the Missouri Compromise.
SS.5.A.6.9:	Describe the hardships of settlers along the overland trails to the west.
SS.5.CG.1.1:	<p>Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the grievances detailed in the Declaration of Independence.</li> <li>• Students will describe the idea of “unalienable rights” in the Declaration of Independence as it relates to each citizen.</li> <li>• Students will discuss the consequences of governments not recognizing that citizens have certain unalienable rights.</li> </ul>
SS.5.CG.1.2:	<p>Explain how and why the U.S. government was created by the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify the strengths and weaknesses of the Articles of Confederation.</li> <li>• Students will explain the goals of the 1787 Constitutional Convention.</li> <li>• Students will describe why compromises were made during the writing of the Constitution and identify compromises (e.g., Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> <li>• Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S.</li> </ul>

Constitution.

SS.5.CG.1.3:	<p>Discuss arguments for adopting a representative form of government.</p> <ul style="list-style-type: none"><li>• Students will explain what is meant by a representative government.</li></ul>
SS.5.CG.1.4:	<p>Describe the history, meaning and significance of the Bill of Rights.</p> <ul style="list-style-type: none"><li>• Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.</li></ul>
SS.5.CG.2.1:	<p>Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.</p> <ul style="list-style-type: none"><li>• Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.</li><li>• Students will explain why colonists would choose to side with the British during the American Revolution.</li><li>• Students will examine motivations for the decision to not take a side during the American Revolution.</li></ul>
SS.5.CG.2.2:	<p>Compare forms of political participation in the colonial period to today.</p> <ul style="list-style-type: none"><li>• Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government).</li><li>• Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government).</li></ul>
SS.5.CG.2.3:	<p>Analyze how the U.S. Constitution expanded civic participation over time.</p> <ul style="list-style-type: none"><li>• Students will describe how the U.S. Constitution expanded voting rights through amendments and legislation including, but not limited to, the 15th, 19th, 24th and 26th Amendments, and the Voting Rights Act of 1965.</li></ul>
SS.5.CG.2.4:	<p>Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.</p> <ul style="list-style-type: none"><li>• Students will explain what it means for the United States to be a constitutional republic.</li><li>• Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill.</li><li>• Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities.</li></ul>
SS.5.CG.2.5:	<p>Identify individuals who represent the citizens of Florida at the national level.</p> <ul style="list-style-type: none"><li>• Students will identify Florida's U.S. senators and the U.S. representative for their district.</li><li>• Students will discuss the constitutional qualifications for office, term length, authority, duties, activities and compensation.</li></ul>
SS.5.CG.2.6:	<p>Explain symbols and documents that represent the United States.</p> <ul style="list-style-type: none"><li>• Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States.</li><li>• Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States.</li></ul>
SS.5.CG.3.1:	<p>Describe the organizational structure and powers of the national government as defined in Articles I, II and III of the U.S. Constitution.</p> <ul style="list-style-type: none"><li>• Students will identify legislative, executive and judicial branch functions of the U.S. government as defined in Articles I, II and III of the U.S. Constitution.</li><li>• Students will explain why the Constitution divides the national government into three branches.</li></ul>
SS.5.CG.3.2:	<p>Analyze how the U.S. Constitution and Bill of Rights limit the power of the national government and protect citizens from an oppressive government.</p> <ul style="list-style-type: none"><li>• Students will recognize examples of what to include, but not be limited to, popular sovereignty, rule of law, separation of powers, checks and balances, federalism, the amendment process, and the fundamental rights of citizens in the Bill of Rights.</li></ul>
SS.5.CG.3.3:	<p>Explain the role of the court system in interpreting law and settling conflicts.</p> <ul style="list-style-type: none"><li>• Students will explain why the U.S. Supreme Court is the highest court in the system.</li><li>• Students will explain why both the United States and Florida have a Supreme Court.</li></ul>
SS.5.CG.3.4:	<p>Describe the process for amending the U.S. Constitution.</p> <ul style="list-style-type: none"><li>• Students will explain why the U.S. Constitution includes the amendment process.</li><li>• Students will identify amendments to the U.S. Constitution.</li></ul>

SS.5.CG.3.5:	<p>Explain how the U.S. Constitution influenced the Florida Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people).</li> <li>• Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments and preambles).</li> </ul>
SS.5.CG.3.6:	<p>Explain the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will define federalism as it applies to the United States.</li> <li>• Students will provide examples of powers granted to the national government and those reserved to the states.</li> <li>• Students will provide examples of cooperation between the U.S. and Florida governments.</li> </ul>
SS.5.E.1.1:	Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.
SS.5.E.1.2:	Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
SS.5.E.1.3:	Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.
SS.5.E.2.1:	Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.
SS.5.G.1.1:	Interpret current and historical information using a variety of geographic tools.
SS.5.G.1.2:	Use latitude and longitude to locate places.
SS.5.G.1.3:	Identify major United States physical features on a map of North America.
SS.5.G.1.4:	Construct maps, charts, and graphs to display geographic information.
SS.5.G.1.5:	Identify and locate the original thirteen colonies on a map of North America.
SS.5.G.1.6:	Locate and identify states, capitals, and United States Territories on a map.
SS.5.G.2.1:	Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.
SS.5.G.3.1:	Describe the impact that past natural events have had on human and physical environments in the United States through 1850.
SS.5.G.4.1:	Use geographic knowledge and skills when discussing current events.
SS.5.G.4.2:	Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.
SS.5.HE.1.1:	<p>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will define antisemitism as prejudice against or hatred of the Jewish people.</li> <li>• Students will recognize the Holocaust as history's most extreme example of antisemitism.</li> <li>• Students will identify examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews).</li> </ul>

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.



MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, “Does this solution make sense? How do you know?”</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students’ ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Apply mathematics to real-world contexts.</b></p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way</p>

we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.5.C.2.4:	Give examples of school and public health policies that influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**Fifth Grade: United States History** - The fifth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fifth grade students will study the development of our nation with emphasis on the people, places and events up to approximately 1850. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the initial inhabitation, exploration, colonization, and early national periods of American History. So that students can see clearly the relationship between cause and effect in history, students should also have the opportunity to understand how individuals and events of this period influenced later events in the development of our nation.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

### Additional Instructional Resources

Kinsey Collection: <http://www.thekinseycollection.com/the-kinsey-collection-on-itunes-u/>

### GENERAL INFORMATION

**Course Number:** 5021070

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Social Studies > **SubSubject:** General >

**Abbreviated Title:** SOC STUDIES 5

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 5

**Educator Certifications**

Elementary Education (Elementary Grades 1-6)
Social Studies (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Social Science (Grades 5-9)