

# Course: M/J United States History, Advanced-2100020

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4234.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J United States History, Advanced
<b>Course Number:</b>	2100020
<b>Course Abbreviated Title:</b>	M/J US HIST ADV
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">American and Western Hemispheric Histories</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>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.</p> <p><b>Honors/Advanced</b> courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous</p>

and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

**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.

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|  | <ol style="list-style-type: none"> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol> |
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## STANDARDS (108)

### Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### MACC.6.SP Statistics and Probability

MACC.6.SP.1 Summarize and describe distributions.

<a href="#"><u>HE.8.C.2.4:</u></a>	<p>Critique school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p>
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially,

	comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to</li> </ol>

	<p>inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.8.A.2.1:</u></a>	<p>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.</p> <p>Remarks/Examples</p> <p>This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</p>

<p><b><u>SS.8.A.2.2:</u></b></p>	<p>Compare the characteristics of the New England, Middle, and Southern colonies.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</p>
<p><b><u>SS.8.A.2.3:</u></b></p>	<p>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</p>
<p><b><u>LACC.8.SL.1.1:</u></b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
<p><b><u>LACC.8.SL.1.2:</u></b></p>	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p><b><u>LACC.8.SL.1.3:</u></b></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>

<a href="#"><u>LACC.8.SL.2.4:</u></a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>SS.8.A.1.1:</u></a>	<p>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.</p> <p>Remarks/Examples</p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fl DOE.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fl DOE.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>.</p>
<a href="#"><u>SS.8.A.1.2:</u></a>	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
<a href="#"><u>SS.8.A.1.3:</u></a>	<p>Analyze current events relevant to American History topics through a variety of electronic and print media resources.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</p>
<a href="#"><u>SS.8.A.1.4:</u></a>	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
<a href="#"><u>SS.8.A.1.5:</u></a>	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
<a href="#"><u>SS.8.A.1.6:</u></a>	<p>Compare interpretations of key events and issues throughout American History.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, historiography.</p>
<a href="#"><u>SS.8.A.1.7:</u></a>	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
<a href="#"><u>SS.8.A.2.4:</u></a>	<p>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger,</p>

	and Lord Calvert.
<a href="#"><u>SS.8.A.2.5:</u></a>	<p>Discuss the impact of colonial settlement on Native American populations.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.</p>
<a href="#"><u>SS.8.A.2.6:</u></a>	<p>Examine the causes, course, and consequences of the French and Indian War.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.</p>
<a href="#"><u>SS.8.A.2.7:</u></a>	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
<a href="#"><u>SS.8.A.3.1:</u></a>	<p>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</p>
<a href="#"><u>SS.8.A.3.10:</u></a>	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).
<a href="#"><u>SS.8.A.3.11:</u></a>	Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
<a href="#"><u>SS.8.A.3.12:</u></a>	<p>Examine the influences of George Washington's presidency in the formation of the new nation.</p> <p>Remarks/Examples</p>



	<p>Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.</p>
<p><a href="#"><b>SS.8.A.3.13:</b></a></p>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency. Remarks/Examples</p> <p>Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.</p>
<p><a href="#"><b>SS.8.A.3.14:</b></a></p>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency. Remarks/Examples</p> <p>Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.</p>
<p><a href="#"><b>SS.8.A.3.15:</b></a></p>	<p>Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).</p>
<p><a href="#"><b>SS.8.A.3.16:</b></a></p>	<p>Examine key events in Florida history as each impacts this era of American history. Remarks/Examples</p> <p>Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.</p>
<p><a href="#"><b>SS.8.G.3.1:</b></a></p>	<p>Locate and describe in geographic terms the major ecosystems of the United States.</p>
<p><a href="#"><b>SS.8.A.3.2:</b></a></p>	<p>Explain American colonial reaction to British policy from 1763 - 1774. Remarks/Examples</p> <p>Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</p>

<a href="#"><u>SS.8.A.3.3:</u></a>	<p>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.</p> <p>Remarks/Examples</p> <p>Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.</p>
<a href="#"><u>SS.8.A.3.4:</u></a>	<p>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.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</p>
<a href="#"><u>SS.8.A.3.5:</u></a>	<p>Describe the influence of individuals on social and political developments during the Revolutionary era.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.</p>
<a href="#"><u>SS.8.A.3.6:</u></a>	<p>Examine the causes, course, and consequences of the American Revolution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.</p>
<a href="#"><u>SS.8.A.3.7:</u></a>	<p>Examine the structure, content, and consequences of the Declaration of Independence.</p>
<a href="#"><u>SS.8.A.3.8:</u></a>	<p>Examine individuals and groups that affected political and social motivations during the American Revolution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Ethan Allen and the</p>

# Course: M/J American Sign Language, Beginning- 0704000

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## BASIC INFORMATION

<b>Course Title:</b>	M/J American Sign Language, Beginning
<b>Course Number:</b>	0704000
<b>Course Abbreviated Title:</b>	M/J AMER SIGN BEG
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">American Sign Language</a>
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Major Concepts/Content:</b> M/J American Sign Language Beginning introduces students to the target language and its culture. Students will learn beginning receptive and expressive signing skills and be introduced to culture, connections, comparisons, and communities during this <b>one-year</b> course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p><b>Special Note. This is a one-year course.</b> Course content requirements for the <b>two or three</b> course sequence M/J American Sign Language, Beginning (0704000), Intermediate (0704010), and Advanced (0704020), may be equivalent American Sign Language 1 (0717300).</p>

# Course: M/J American Sign Language, Advanced- 0704020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4772.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J American Sign Language, Advanced
<b>Course Number:</b>	0704020
<b>Course Abbreviated Title:</b>	M/J AMER SIGN ADV
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">American Sign Language</a>
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Major Concepts/Content:</b></p> <p>M/J American Sign Language Advanced is a continuation of M/J Intermediate American Sign Language. Students apply their knowledge of the language and its culture. Students will be able to engage in receptive and expressive signing activities, and demonstrate understanding of authentic selections on familiar topics. Culture, connections, comparisons, and communities are included in this <b>one-year</b> course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p><b>Special Note.</b> This is a one year course. Course content requirements for the two or three course sequence M/J American Sign Language, Beginning (0704000), Intermediate (0704010), and Advanced</p>

	<p>(0704020), may be equivalent to American Sign Language 1 (0717300).</p> <p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J American Sign Language sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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**STANDARDS (64)**

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<b><u><a href="#">LACC.68.RH.1 Key Ideas and Details</a></u></b>	
<b><u><a href="#">LACC.68.RH.1.2 :</a></u></b>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Key Ideas and Details</a></p>
<b><u><a href="#">LACC.68.WHST.1 Text Types and Purposes</a></u></b>	
<b><u><a href="#">LACC.68.WHST.1.1 :</a></u></b>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> </ol>

- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Text Types and Purposes](#)

**LACC.68.WHST.1.2 :**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Text Types and Purposes](#)

**LACC.8.SL.1 Comprehension and Collaboration**

**LACC.8.SL.1.1 :**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched

	<p>material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <ul style="list-style-type: none"> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Comprehension and Collaboration</a></p>
<p><b><u>LACC.8.SL.1.3 :</u></b></p>	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Comprehension and Collaboration</a></p>
<p><b><u>LACC.8.SL.2 Presentation of Knowledge and Ideas</u></b></p>	
<p><b><u>LACC.8.SL.2.4 :</u></b></p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Presentation of Knowledge and Ideas</a></p>
<p><b><u>WL.K12.IL.1 Interpretive Listening</u></b></p>	
<p><b><u>WL.K12.IL.1.3 :</u></b></p>	<p>Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Interpretive Listening</a></p>
<p><b><u>WL.K12.IL.1.4 :</u></b></p>	<p>Identify key points and essential details on familiar topics presented through a variety of media.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p>

# Course: M/J Italian, Advanced- 0705020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4216.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Italian, Advanced
<b>Course Number:</b>	0705020
<b>Course Abbreviated Title:</b>	M/J ITALIAN ADV
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">Italian</a>
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Major Concepts/Content:</b> M/J Italian Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this <b>one-year</b> course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p><b>Special Note.</b> Course content requirements for the two-course sequence M/J Italian Beginning (0705000) and Intermediate (0705010) are equivalent to Italian 1 (0705320). Course content requirements for the three-course sequence that includes M/J Italian Beginning (0705000), Intermediate (0705010), and Advanced (0705020) may be equivalent to the two-course sequence Italian 1 (0705320) and Italian 2 (0705330).</p>



	<p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Italian sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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## STANDARDS (64)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader</li> </ol>

	<p>categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<p><b><u>LACC.8.SL.1.1:</u></b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
<p><b><u>LACC.8.SL.1.3:</u></b></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p><b><u>LACC.8.SL.2.4:</u></b></p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

<a href="#"><u>WL.K12.II.1.3:</u></a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#"><u>WL.K12.II.1.4:</u></a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#"><u>WL.K12.II.1.5:</u></a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#"><u>WL.K12.II.1.6:</u></a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#"><u>WL.K12.II.3.5:</u></a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#"><u>WL.K12.II.3.6:</u></a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#"><u>WL.K12.II.3.7:</u></a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#"><u>WL.K12.II.3.8:</u></a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#"><u>WL.K12.II.4.5:</u></a>	Present a short skit or play using well-structured sentences.
<a href="#"><u>WL.K12.II.4.6:</u></a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#"><u>WL.K12.II.5.5:</u></a>	Develop questions to obtain and clarify information.
<a href="#"><u>WL.K12.II.5.6:</u></a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#"><u>WL.K12.II.5.7:</u></a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#"><u>WL.K12.II.8.3:</u></a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#"><u>WL.K12.II.9.1:</u></a>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<a href="#"><u>WL.K12.II.9.2:</u></a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<a href="#"><u>WL.K12.IM.1.1:</u></a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#"><u>WL.K12.IM.1.2:</u></a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.

<a href="#"><u>WL.K12.IM.1.3:</u></a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#"><u>WL.K12.IM.1.4:</u></a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#"><u>WL.K12.IM.1.5:</u></a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#"><u>WL.K12.IM.1.6:</u></a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#"><u>WL.K12.IM.2.1:</u></a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#"><u>WL.K12.IM.2.2:</u></a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#"><u>WL.K12.IM.2.3:</u></a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#"><u>WL.K12.IM.2.4:</u></a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#"><u>WL.K12.IM.3.1:</u></a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#"><u>WL.K12.IM.3.2:</u></a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#"><u>WL.K12.IM.3.3:</u></a>	Express personal views and opinions on a variety of topics.
<a href="#"><u>WL.K12.IM.3.4:</u></a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#"><u>WL.K12.IM.3.5:</u></a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#"><u>WL.K12.IM.3.6:</u></a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#"><u>WL.K12.IM.3.7:</u></a>	Follow grammatical rules for self-correction when speaking.
<a href="#"><u>WL.K12.IM.3.8:</u></a>	Describe a problem or situation with details and state an opinion.
<a href="#"><u>WL.K12.IM.4.1:</u></a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<a href="#"><u>WL.K12.IM.4.2:</u></a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.

<a href="#"><u>WL.K12.IM.4.3:</u></a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#"><u>WL.K12.IM.4.4:</u></a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#"><u>WL.K12.IM.4.5:</u></a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#"><u>WL.K12.IM.4.6:</u></a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#"><u>WL.K12.IM.5.1:</u></a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#"><u>WL.K12.IM.5.2:</u></a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#"><u>WL.K12.IM.5.3:</u></a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#"><u>WL.K12.IM.5.4:</u></a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#"><u>WL.K12.IM.5.5:</u></a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#"><u>WL.K12.IM.5.6:</u></a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#"><u>WL.K12.IM.5.7:</u></a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#"><u>WL.K12.IM.6.1:</u></a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#"><u>WL.K12.IM.6.2:</u></a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#"><u>WL.K12.IM.6.3:</u></a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#"><u>WL.K12.IM.6.4:</u></a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#"><u>WL.K12.IM.7.1:</u></a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#"><u>WL.K12.IM.7.2:</u></a>	Use previously acquired vocabulary to discuss familiar topics in other

	subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#"><u>WL.K12.IM.8.1:</u></a>	Compare language structures and skills that transfer from one language to another.
<a href="#"><u>WL.K12.IM.8.2:</u></a>	Compare and contrast structural patterns in the target language and own.
<a href="#"><u>WL.K12.IM.8.3:</u></a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#"><u>WL.K12.IM.9.1:</u></a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#"><u>WL.K12.IM.9.2:</u></a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.



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	Belongs to: <a href="#">Interpretive Listening</a>
<a href="#">WL.K12.IL.1.5 :</a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>
<a href="#">WL.K12.IL.1.6 :</a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>

**[WL.K12.IL.3 Interpersonal Communication](#)**

<a href="#">WL.K12.IL.3.5 :</a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IL.3.6 :</a>	Recount and restate information received in a conversation in order to clarify meaning. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IL.3.7 :</a>	Exchange general information about a few topics outside personal and academic fields of interest. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IL.3.8 :</a>	Initiate, engage, and exchange basic information to solve a problem. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>

**[WL.K12.IL.4 Presentational Speaking](#)**

<a href="#">WL.K12.IL.4.5 :</a>	Present a short skit or play using well-structured sentences. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IL.4.6 :</a>	Describe events in chronological order using connected sentences with relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>

**[WL.K12.IL.5 Presentational Writing](#)**

# Course: M/J Italian, Intermediate- 0705010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4226.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Italian, Intermediate
<b>Course Number:</b>	0705010
<b>Course Abbreviated Title:</b>	M/J ITALIAN INTERM
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">Italian</a>
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Major Concepts/Content:</b></p> <p>M/J Italian Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p><b>Special Note.</b> Course content requirements for the two-course sequence M/J Italian Beginning (0705000) and Intermediate (0705010) are equivalent to Italian 1 (0705320). Course content requirements for the three-course sequence that includes M/J Italian Beginning (0705000), Intermediate (0705010), and Advanced (0705020) may be equivalent to the two-course sequence Italian 1 (0705320) and Italian 2 (0705330).</p>



	<p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Italian sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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## STANDARDS (62)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader</li> </ol>

	<p>categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<p><a href="#"><u>LACC.7.SL.1.1:</u></a></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>
<p><a href="#"><u>LACC.7.SL.1.3:</u></a></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
<p><a href="#"><u>LACC.7.SL.2.4:</u></a></p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

<a href="#"><u>WL.K12.II.1.1:</u></a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<a href="#"><u>WL.K12.II.1.2:</u></a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#"><u>WL.K12.II.2.1:</u></a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#"><u>WL.K12.II.2.2:</u></a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#"><u>WL.K12.II.2.3:</u></a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#"><u>WL.K12.II.2.4:</u></a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#"><u>WL.K12.II.3.1:</u></a>	Initiate and engage in a conversation on familiar topics.
<a href="#"><u>WL.K12.II.3.2:</u></a>	Interact with others in everyday situations.
<a href="#"><u>WL.K12.II.3.3:</u></a>	Express and react to feelings and emotions in real life situations.
<a href="#"><u>WL.K12.II.3.4:</u></a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#"><u>WL.K12.II.3.5:</u></a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#"><u>WL.K12.II.4.1:</u></a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#"><u>WL.K12.II.4.2:</u></a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#"><u>WL.K12.II.4.3:</u></a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#"><u>WL.K12.II.4.4:</u></a>	Provide a logical sequence of instructions on how to make something or complete a task.
<a href="#"><u>WL.K12.II.5.1:</u></a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#"><u>WL.K12.II.5.2:</u></a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#"><u>WL.K12.II.5.3:</u></a>	Express and support opinions on familiar topics using a series of

	sentences.
<a href="#"><u>WL.K12.IL.5.4:</u></a>	Compare and contrast information, concepts, and ideas.
<a href="#"><u>WL.K12.IL.6.1:</u></a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#"><u>WL.K12.IL.6.2:</u></a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#"><u>WL.K12.IL.6.3:</u></a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#"><u>WL.K12.IL.6.4:</u></a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#"><u>WL.K12.IL.7.1:</u></a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#"><u>WL.K12.IL.7.2:</u></a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#"><u>WL.K12.IL.8.1:</u></a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#"><u>WL.K12.IL.8.2:</u></a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<a href="#"><u>WL.K12.IL.8.3:</u></a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#"><u>WL.K12.IL.9.1:</u></a>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<a href="#"><u>WL.K12.NH.1.3:</u></a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<a href="#"><u>WL.K12.NH.1.4:</u></a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<a href="#"><u>WL.K12.NH.1.5:</u></a>	Demonstrate understanding of simple stories or narratives.
<a href="#"><u>WL.K12.NH.1.6:</u></a>	Follow directions or instructions to complete a task when expressed in short conversations.
<a href="#"><u>WL.K12.NH.2.3:</u></a>	Demonstrate understanding of signs and notices in public places.

<a href="#"><u>WL.K12.NH.2.4:</u></a>	Identify key detailed information needed to fill out forms.
<a href="#"><u>WL.K12.NH.3.5:</u></a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#"><u>WL.K12.NH.3.6:</u></a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#"><u>WL.K12.NH.3.7:</u></a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#"><u>WL.K12.NH.3.8:</u></a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#"><u>WL.K12.NH.4.3:</u></a>	Describe familiar experiences or events using both general and specific language.
<a href="#"><u>WL.K12.NH.4.4:</u></a>	Present personal information about one's self and others.
<a href="#"><u>WL.K12.NH.4.5:</u></a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#"><u>WL.K12.NH.4.6:</u></a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#"><u>WL.K12.NH.5.3:</u></a>	Write a description of a familiar experience or event.
<a href="#"><u>WL.K12.NH.5.4:</u></a>	Write short personal notes using a variety of media.
<a href="#"><u>WL.K12.NH.5.5:</u></a>	Request information in writing to obtain something needed.
<a href="#"><u>WL.K12.NH.5.6:</u></a>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<a href="#"><u>WL.K12.NH.5.7:</u></a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#"><u>WL.K12.NH.6.3:</u></a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#"><u>WL.K12.NH.6.4:</u></a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#"><u>WL.K12.NH.7.2:</u></a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#"><u>WL.K12.NH.8.1:</u></a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and

	culture.
<a href="#"><u>WL.K12.NH.8.2:</u></a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#"><u>WL.K12.NH.8.3:</u></a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#"><u>WL.K12.NH.9.1:</u></a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#"><u>WL.K12.NH.9.2:</u></a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.



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**[WL.K12.IL.5.5 :](#)**

Develop questions to obtain and clarify information.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Presentational Writing](#)

**[WL.K12.IL.5.6 :](#)**

Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Presentational Writing](#)

**[WL.K12.IL.5.7 :](#)**

Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Presentational Writing](#)

**[WL.K12.IL.8 Comparisons](#)**

**[WL.K12.IL.8.3 :](#)**

Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Comparisons](#)

**[WL.K12.IL.9 Communities](#)**

**[WL.K12.IL.9.1 :](#)**

Use the target language to participate in different activities for personal enjoyment and enrichment.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Communities](#)

**[WL.K12.IL.9.2 :](#)**

Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Communities](#)

**[WL.K12.IM.1 Interpretive Listening](#)**

**[WL.K12.IM.1.1 :](#)**

Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Interpretive Listening](#)

**[WL.K12.IM.1.2 :](#)**

Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Interpretive Listening](#)

**WL.K12.IM.1.3 :**

Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.IM.1.4 :**

Identify essential information and supporting details on familiar topics presented through a variety of media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.IM.1.5 :**

Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.IM.1.6 :**

Demonstrate understanding of complex directions and instructions in familiar settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.IM.2 Interpretative Reading****WL.K12.IM.2.1 :**

Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

**WL.K12.IM.2.2 :**

Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

**WL.K12.IM.2.3 :**

Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

**WL.K12.IM.2.4 :**

Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

**WL.K12.IM.3 Interpersonal Communication**



<a href="#"><u>WL.K12.IM.3.1 :</u></a>	Express views and effectively engage in conversations on a variety of familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IM.3.2 :</u></a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IM.3.3 :</u></a>	Express personal views and opinions on a variety of topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IM.3.4 :</u></a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led). Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IM.3.5 :</u></a>	Initiate and maintain a conversation on a variety of familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IM.3.6 :</u></a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IM.3.7 :</u></a>	Follow grammatical rules for self-correction when speaking. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IM.3.8 :</u></a>	Describe a problem or situation with details and state an opinion. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>

#### [WL.K12.IM.4 Presentational Speaking](#)

<a href="#"><u>WL.K12.IM.4.1 :</u></a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>
<a href="#"><u>WL.K12.IM.4.2 :</u></a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>

<a href="#"><u>WL.K12.IM.4.3 :</u></a>	Retell a story or recount an experience with appropriate facts and relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>
<a href="#"><u>WL.K12.IM.4.4 :</u></a>	Provide supporting evidence using logically connected sentences that include relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>
<a href="#"><u>WL.K12.IM.4.5 :</u></a>	Retell or summarize a storyline using logically connected sentences with relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>
<a href="#"><u>WL.K12.IM.4.6 :</u></a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>

#### [WL.K12.IM.5 Presentational Writing](#)

<a href="#"><u>WL.K12.IM.5.1 :</u></a>	Write narratives on familiar topics using logically connected sentences with supporting details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Writing</u></a>
<a href="#"><u>WL.K12.IM.5.2 :</u></a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Writing</u></a>
<a href="#"><u>WL.K12.IM.5.3 :</u></a>	State an opinion and provide supporting evidence using connected sentences. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Writing</u></a>
<a href="#"><u>WL.K12.IM.5.4 :</u></a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Writing</u></a>
<a href="#"><u>WL.K12.IM.5.5 :</u></a>	Draft, edit, and summarize information, concepts, and ideas. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Writing</u></a>
<a href="#"><u>WL K12 IM 5.6 :</u></a>	Produce writing that has been edited for punctuation and correct

# Course: M/J Italian, Beginning- 0705000

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4220.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Italian, Beginning
<b>Course Number:</b>	0705000
<b>Course Abbreviated Title:</b>	M/J ITALIAN BEG
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">Italian</a>
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Major Concepts/Content:</b> M/J Italian Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p><b>Special Note.</b> Course content requirements for the two-course sequence M/J Italian Beginning (0705000) and Intermediate (0705010) are equivalent to Italian 1 (0705320). Course content requirements for the three-course sequence that includes M/J Italian Beginning (0705000), Intermediate (0705010), and Advanced (0705020) may be equivalent to the two-course sequence Italian 1 (0705320) and Italian 2 (0705330).</p>

	<p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Italian sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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## STANDARDS (67)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<a href="#"><u>LACC.6.SL.1.1:</u></a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol>
<a href="#"><u>LACC.6.SL.1.3:</u></a>	<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<a href="#"><u>LACC.6.SL.2.4:</u></a>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear</p>

	pronunciation.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>

<a href="#"><u>WL.K12.NH.1.1:</u></a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#"><u>WL.K12.NH.1.2:</u></a>	Demonstrate understanding of short conversations in familiar contexts.
<a href="#"><u>WL.K12.NH.2.1:</u></a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#"><u>WL.K12.NH.2.2:</u></a>	Identify the elements of story such as setting, theme and characters.
<a href="#"><u>WL.K12.NH.3.1:</u></a>	Engage in short social interactions using phrases and simple sentences.
<a href="#"><u>WL.K12.NH.3.2:</u></a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#"><u>WL.K12.NH.3.3:</u></a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#"><u>WL.K12.NH.3.4:</u></a>	Ask and answer a variety of questions about personal information.
<a href="#"><u>WL.K12.NH.4.1:</u></a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#"><u>WL.K12.NH.4.2:</u></a>	Describe aspects of daily life using complete sentences.
<a href="#"><u>WL.K12.NH.5.1:</u></a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#"><u>WL.K12.NH.5.2:</u></a>	Write simple statements to describe aspects of daily life.
<a href="#"><u>WL.K12.NH.6.1:</u></a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#"><u>WL.K12.NH.6.2:</u></a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#"><u>WL.K12.NH.7.1:</u></a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#"><u>WL.K12.NH.8.1:</u></a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#"><u>WL.K12.NH.8.2:</u></a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#"><u>WL.K12.NH.8.3:</u></a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

<a href="#"><u>WL.K12.NH.9.1:</u></a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#"><u>WL.K12.NM.1.1:</u></a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<a href="#"><u>WL.K12.NM.1.2:</u></a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#"><u>WL.K12.NM.1.3:</u></a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#"><u>WL.K12.NM.1.4:</u></a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#"><u>WL.K12.NM.1.5:</u></a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#"><u>WL.K12.NM.1.6:</u></a>	Follow short, simple directions.
<a href="#"><u>WL.K12.NM.2.1:</u></a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#"><u>WL.K12.NM.2.2:</u></a>	Demonstrate understanding of short, simple literary stories.
<a href="#"><u>WL.K12.NM.2.3:</u></a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#"><u>WL.K12.NM.2.4:</u></a>	Recognize words and phrases when used in context on familiar topics.
<a href="#"><u>WL.K12.NM.3.1:</u></a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#"><u>WL.K12.NM.3.2:</u></a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#"><u>WL.K12.NM.3.3:</u></a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#"><u>WL.K12.NM.3.4:</u></a>	Exchange essential information about self, family, and familiar topics.
<a href="#"><u>WL.K12.NM.3.5:</u></a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<a href="#"><u>WL.K12.NM.3.6:</u></a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#"><u>WL.K12.NM.3.7:</u></a>	Understand and respond appropriately to simple directions.
<a href="#"><u>WL.K12.NM.3.8:</u></a>	Differentiate among oral statements, questions, and exclamations in

	order to determine meaning.
<a href="#"><u>WL.K12.NM.4.1:</u></a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#"><u>WL.K12.NM.4.2:</u></a>	Present personal information about self and others.
<a href="#"><u>WL.K12.NM.4.3:</u></a>	Express likes and dislikes.
<a href="#"><u>WL.K12.NM.4.4:</u></a>	Provide an account of daily activities.
<a href="#"><u>WL.K12.NM.4.5:</u></a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#"><u>WL.K12.NM.4.6:</u></a>	Present simple information about a familiar topic using visuals.
<a href="#"><u>WL.K12.NM.5.1:</u></a>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<a href="#"><u>WL.K12.NM.5.2:</u></a>	Fill out a simple form with basic information.
<a href="#"><u>WL.K12.NM.5.3:</u></a>	Write simple sentences about self and/or others.
<a href="#"><u>WL.K12.NM.5.4:</u></a>	Write simple sentences that help in day-to-day life communication.
<a href="#"><u>WL.K12.NM.5.5:</u></a>	Write about previously acquired knowledge and experiences.
<a href="#"><u>WL.K12.NM.5.6:</u></a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#"><u>WL.K12.NM.5.7:</u></a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#"><u>WL.K12.NM.6.1:</u></a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#"><u>WL.K12.NM.6.2:</u></a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#"><u>WL.K12.NM.6.3:</u></a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#"><u>WL.K12.NM.6.4:</u></a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#"><u>WL.K12.NM.7.1:</u></a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#"><u>WL.K12.NM.7.2:</u></a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#"><u>WL.K12.NM.8.1:</u></a>	Demonstrate basic knowledge acquired in the target language in



	order to compare words that are similar to those in his/her own language.
<a href="#"><u>WL.K12.NM.8.2:</u></a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#"><u>WL.K12.NM.8.3:</u></a>	Identify celebrations typical of the target culture and one's own.
<a href="#"><u>WL.K12.NM.9.1:</u></a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#"><u>WL.K12.NM.9.2:</u></a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.



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	<p>use of grammar, in which the development and organization are appropriate to task and purpose.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.IM.5.7 :</a>	<p>Write a narrative based on experiences that use descriptive language and details.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>

**[WL.K12.IM.6 Culture](#)**

<a href="#">WL.K12.IM.6.1 :</a>	<p>Distinguish patterns of behavior and social interaction in various settings in the target culture(s).</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Culture</a></p>
<a href="#">WL.K12.IM.6.2 :</a>	<p>Use practices and characteristics of the target cultures for daily activities among peers and adults.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Culture</a></p>
<a href="#">WL.K12.IM.6.3 :</a>	<p>Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Culture</a></p>
<a href="#">WL.K12.IM.6.4 :</a>	<p>Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Culture</a></p>

**[WL.K12.IM.7 Connections](#)**

<a href="#">WL.K12.IM.7.1 :</a>	<p>Use expanded vocabulary and structures in the target language to increase content area knowledge.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections</a></p>
<a href="#">WL.K12.IM.7.2 :</a>	<p>Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections</a></p>

### WL.K12.IM.8 Comparisons

<u>WL.K12.IM.8.1 :</u>	Compare language structures and skills that transfer from one language to another. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>
<u>WL.K12.IM.8.2 :</u>	Compare and contrast structural patterns in the target language and own. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>
<u>WL.K12.IM.8.3 :</u>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>

### WL.K12.IM.9 Communities

<u>WL.K12.IM.9.1 :</u>	Use expanded vocabulary and structures in the target language to access different media and community resources. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Communities</a>
<u>WL.K12.IM.9.2 :</u>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Communities</a>



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# Course: M/J American Sign Language, Intermediate- 0704010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4782.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J American Sign Language, Intermediate
<b>Course Number:</b>	0704010
<b>Course Abbreviated Title:</b>	M/J AMER SIGN INTER
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">American Sign Language</a>
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Major Concepts/Content:</b> M/J American Sign Language Intermediate is a continuation of M/J Beginning American Sign Language. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic receptive and expressive signing activities and will further explore the culture, connections, comparisons, and communities during this <b>one-year</b> course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p><b>Special Note. This is a one-year course.</b> Course content requirements for the <u>two or three course</u> sequence M/J American Sign Language, Beginning (0704000), Intermediate (0704010), and Advanced (0704020), may be equivalent to American Sign Language 1</p>

	<p>(0717300).</p> <p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J American Sign Language sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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## STANDARDS (62)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

	<ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<p><b><u>LACC.7.SL.1.1:</u></b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
<p><b><u>LACC.7.SL.1.3:</u></b></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
<p><b><u>LACC.7.SL.2.4:</u></b></p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and</p>

	examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>WL.K12.II.1.1:</u></a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<a href="#"><u>WL.K12.II.1.2:</u></a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#"><u>WL.K12.II.2.1:</u></a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#"><u>WL.K12.II.2.2:</u></a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#"><u>WL.K12.II.2.3:</u></a>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<a href="#"><u>WL.K12.II.2.4:</u></a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#"><u>WL.K12.II.3.1:</u></a>	Initiate and engage in a conversation on familiar topics.
<a href="#"><u>WL.K12.II.3.2:</u></a>	Interact with others in everyday situations.
<a href="#"><u>WL.K12.II.3.3:</u></a>	Express and react to feelings and emotions in real life situations.
<a href="#"><u>WL.K12.II.3.4:</u></a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#"><u>WL.K12.II.3.5:</u></a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#"><u>WL.K12.II.4.1:</u></a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#"><u>WL.K12.II.4.2:</u></a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#"><u>WL.K12.II.4.3:</u></a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#"><u>WL.K12.II.4.4:</u></a>	Provide a logical sequence of instructions on how to make something or complete a task.
<a href="#"><u>WL.K12.II.5.1:</u></a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#"><u>WL.K12.II.5.2:</u></a>	Describe a familiar event or situation using a variety of sentences and

	with supporting details
<a href="#"><u>WL.K12.IL.5.3:</u></a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#"><u>WL.K12.IL.5.4:</u></a>	Compare and contrast information, concepts, and ideas.
<a href="#"><u>WL.K12.IL.6.1:</u></a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#"><u>WL.K12.IL.6.2:</u></a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#"><u>WL.K12.IL.6.3:</u></a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#"><u>WL.K12.IL.6.4:</u></a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#"><u>WL.K12.IL.7.1:</u></a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#"><u>WL.K12.IL.7.2:</u></a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#"><u>WL.K12.IL.8.1:</u></a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<a href="#"><u>WL.K12.IL.8.2:</u></a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<a href="#"><u>WL.K12.IL.8.3:</u></a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#"><u>WL.K12.IL.9.1:</u></a>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<a href="#"><u>WL.K12.NH.1.3:</u></a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<a href="#"><u>WL.K12.NH.1.4:</u></a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<a href="#"><u>WL.K12.NH.1.5:</u></a>	Demonstrate understanding of simple stories or narratives.
<a href="#"><u>WL.K12.NH.1.6:</u></a>	Follow directions or instructions to complete a task when expressed



	in short conversations.
<a href="#"><u>WL.K12.NH.2.3:</u></a>	Demonstrate understanding of signs and notices in public places.
<a href="#"><u>WL.K12.NH.2.4:</u></a>	Identify key detailed information needed to fill out forms.
<a href="#"><u>WL.K12.NH.3.5:</u></a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#"><u>WL.K12.NH.3.6:</u></a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#"><u>WL.K12.NH.3.7:</u></a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#"><u>WL.K12.NH.3.8:</u></a>	Describe a problem or a situation with sufficient details in order to be understood.
<a href="#"><u>WL.K12.NH.4.3:</u></a>	Describe familiar experiences or events using both general and specific language.
<a href="#"><u>WL.K12.NH.4.4:</u></a>	Present personal information about one's self and others.
<a href="#"><u>WL.K12.NH.4.5:</u></a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#"><u>WL.K12.NH.4.6:</u></a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#"><u>WL.K12.NH.5.3:</u></a>	Write a description of a familiar experience or event.
<a href="#"><u>WL.K12.NH.5.4:</u></a>	Write short personal notes using a variety of media.
<a href="#"><u>WL.K12.NH.5.5:</u></a>	Request information in writing to obtain something needed.
<a href="#"><u>WL.K12.NH.5.6:</u></a>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<a href="#"><u>WL.K12.NH.5.7:</u></a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#"><u>WL.K12.NH.6.3:</u></a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#"><u>WL.K12.NH.6.4:</u></a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#"><u>WL.K12.NH.7.2:</u></a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

<a href="#"><u>WL.K12.NH.8.1:</u></a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#"><u>WL.K12.NH.8.2:</u></a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#"><u>WL.K12.NH.8.3:</u></a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<a href="#"><u>WL.K12.NH.9.1:</u></a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#"><u>WL.K12.NH.9.2:</u></a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.



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	<p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J American Sign Language sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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## STANDARDS (67)

**Note:** Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<a href="#"><u>LACC.6.SL.1.1:</u></a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol>
<a href="#"><u>LACC.6.SL.1.3:</u></a>	<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<a href="#"><u>LACC.6.SL.2.4:</u></a>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear</p>

	pronunciation.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>

<a href="#"><u>WL.K12.NH.1.1:</u></a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#"><u>WL.K12.NH.1.2:</u></a>	Demonstrate understanding of short conversations in familiar contexts.
<a href="#"><u>WL.K12.NH.2.1:</u></a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#"><u>WL.K12.NH.2.2:</u></a>	Identify the elements of story such as setting, theme and characters.
<a href="#"><u>WL.K12.NH.3.1:</u></a>	Engage in short social interactions using phrases and simple sentences.
<a href="#"><u>WL.K12.NH.3.2:</u></a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#"><u>WL.K12.NH.3.3:</u></a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#"><u>WL.K12.NH.3.4:</u></a>	Ask and answer a variety of questions about personal information.
<a href="#"><u>WL.K12.NH.4.1:</u></a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#"><u>WL.K12.NH.4.2:</u></a>	Describe aspects of daily life using complete sentences.
<a href="#"><u>WL.K12.NH.5.1:</u></a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<a href="#"><u>WL.K12.NH.5.2:</u></a>	Write simple statements to describe aspects of daily life.
<a href="#"><u>WL.K12.NH.6.1:</u></a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#"><u>WL.K12.NH.6.2:</u></a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#"><u>WL.K12.NH.7.1:</u></a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#"><u>WL.K12.NH.8.1:</u></a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#"><u>WL.K12.NH.8.2:</u></a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#"><u>WL.K12.NH.8.3:</u></a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

<a href="#"><u>WL.K12.NH.9.1:</u></a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#"><u>WL.K12.NM.1.1:</u></a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<a href="#"><u>WL.K12.NM.1.2:</u></a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#"><u>WL.K12.NM.1.3:</u></a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#"><u>WL.K12.NM.1.4:</u></a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#"><u>WL.K12.NM.1.5:</u></a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#"><u>WL.K12.NM.1.6:</u></a>	Follow short, simple directions.
<a href="#"><u>WL.K12.NM.2.1:</u></a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#"><u>WL.K12.NM.2.2:</u></a>	Demonstrate understanding of short, simple literary stories.
<a href="#"><u>WL.K12.NM.2.3:</u></a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#"><u>WL.K12.NM.2.4:</u></a>	Recognize words and phrases when used in context on familiar topics.
<a href="#"><u>WL.K12.NM.3.1:</u></a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#"><u>WL.K12.NM.3.2:</u></a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#"><u>WL.K12.NM.3.3:</u></a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#"><u>WL.K12.NM.3.4:</u></a>	Exchange essential information about self, family, and familiar topics.
<a href="#"><u>WL.K12.NM.3.5:</u></a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<a href="#"><u>WL.K12.NM.3.6:</u></a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#"><u>WL.K12.NM.3.7:</u></a>	Understand and respond appropriately to simple directions.
<a href="#"><u>WL.K12.NM.3.8:</u></a>	Differentiate among oral statements, questions, and exclamations in

	order to determine meaning.
<a href="#"><u>WL.K12.NM.4.1:</u></a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#"><u>WL.K12.NM.4.2:</u></a>	Present personal information about self and others.
<a href="#"><u>WL.K12.NM.4.3:</u></a>	Express likes and dislikes.
<a href="#"><u>WL.K12.NM.4.4:</u></a>	Provide an account of daily activities.
<a href="#"><u>WL.K12.NM.4.5:</u></a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#"><u>WL.K12.NM.4.6:</u></a>	Present simple information about a familiar topic using visuals.
<a href="#"><u>WL.K12.NM.5.1:</u></a>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<a href="#"><u>WL.K12.NM.5.2:</u></a>	Fill out a simple form with basic information.
<a href="#"><u>WL.K12.NM.5.3:</u></a>	Write simple sentences about self and/or others.
<a href="#"><u>WL.K12.NM.5.4:</u></a>	Write simple sentences that help in day-to-day life communication.
<a href="#"><u>WL.K12.NM.5.5:</u></a>	Write about previously acquired knowledge and experiences.
<a href="#"><u>WL.K12.NM.5.6:</u></a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#"><u>WL.K12.NM.5.7:</u></a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#"><u>WL.K12.NM.6.1:</u></a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#"><u>WL.K12.NM.6.2:</u></a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#"><u>WL.K12.NM.6.3:</u></a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#"><u>WL.K12.NM.6.4:</u></a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<a href="#"><u>WL.K12.NM.7.1:</u></a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#"><u>WL.K12.NM.7.2:</u></a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#"><u>WL.K12.NM.8.1:</u></a>	Demonstrate basic knowledge acquired in the target language in

	order to compare words that are similar to those in his/her own language.
<a href="#"><u>WL.K12.NM.8.2:</u></a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#"><u>WL.K12.NM.8.3:</u></a>	Identify celebrations typical of the target culture and one's own.
<a href="#"><u>WL.K12.NM.9.1:</u></a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#"><u>WL.K12.NM.9.2:</u></a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.



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	Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.
<a href="#"><u>SS.8.A.3.9:</u></a>	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
<a href="#"><u>SS.8.A.4.1:</u></a>	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).
<a href="#"><u>SS.8.A.4.10:</u></a>	Analyze the impact of technological advancements on the agricultural economy and slave labor. Remarks/Examples Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.
<a href="#"><u>SS.8.A.4.11:</u></a>	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
<a href="#"><u>SS.8.A.4.12:</u></a>	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
<a href="#"><u>SS.8.A.4.13:</u></a>	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.
<a href="#"><u>SS.8.A.4.14:</u></a>	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
<a href="#"><u>SS.8.A.4.15:</u></a>	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
<a href="#"><u>SS.8.A.4.16:</u></a>	Identify key ideas and influences of Jacksonian democracy. Remarks/Examples

# Course: M/J Haitian Creole for Haitian Creole Speakers, Advanced- 0703020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4138.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Haitian Creole for Haitian Creole Speakers, Advanced
<b>Course Number:</b>	0703020
<b>Course Abbreviated Title:</b>	M/J HAITIAN CREOLE A
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">Haitian Creole</a>
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Major Concepts/Content:</b></p> <p>The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Haitian Creole grammar. Language Arts Standards are also included in this course to enable students to become literate in the Haitian Creole language and gain a better understanding of the nature of their own language as well as other languages to be acquired.</p> <p>The course content will reflect the cultural values of Haitian Creole language and societies.</p> <p><b>Special Note.</b> Course content requirements for the two-course sequence M/J Haitian Creole for Haitian Creole Speakers, Beginning (0703000) and Intermediate (0703010) are equivalent to Haitian Creole for Haitian Creole Speakers 1 (0700300). Course content</p>

	<p>requirements for the three-course sequence that includes M/J Haitian Creole for Haitian Creole Speakers, Beginning (0703000), Intermediate (0703010), and Advanced (0703020) may be equivalent to the two-course sequence Haitian Creole for Haitian Creole Speakers 1 (0700300) and Haitian Creole for Haitian Creole Speakers 2 (0700310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Haitian Creole for Haitian Creole Speakers sequence in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.</p>
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## STANDARDS (64)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	Write informative/explanatory texts, including the narration of

	<p>historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<p><b><u>LACC.8.SL.1.1:</u></b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>
<p><b><u>LACC.8.SL.1.3:</u></b></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the</p>

	evidence and identifying when irrelevant evidence is introduced.
<a href="#"><u>LACC.8.SL.2.4:</u></a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>WL.K12.IL.1.3:</u></a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<a href="#"><u>WL.K12.IL.1.4:</u></a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#"><u>WL.K12.IL.1.5:</u></a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#"><u>WL.K12.IL.1.6:</u></a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#"><u>WL.K12.IL.3.5:</u></a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#"><u>WL.K12.IL.3.6:</u></a>	Recount and restate information received in a conversation in order to clarify meaning.
<a href="#"><u>WL.K12.IL.3.7:</u></a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#"><u>WL.K12.IL.3.8:</u></a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#"><u>WL.K12.IL.4.5:</u></a>	Present a short skit or play using well-structured sentences.
<a href="#"><u>WL.K12.IL.4.6:</u></a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#"><u>WL.K12.IL.5.5:</u></a>	Develop questions to obtain and clarify information.
<a href="#"><u>WL.K12.IL.5.6:</u></a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#"><u>WL.K12.IL.5.7:</u></a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#"><u>WL.K12.IL.8.3:</u></a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#"><u>WL.K12.IL.9.1:</u></a>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<a href="#"><u>WL.K12.IL.9.2:</u></a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.

<a href="#"><u>WL.K12.IM.1.1:</u></a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#"><u>WL.K12.IM.1.2:</u></a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#"><u>WL.K12.IM.1.3:</u></a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#"><u>WL.K12.IM.1.4:</u></a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#"><u>WL.K12.IM.1.5:</u></a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#"><u>WL.K12.IM.1.6:</u></a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#"><u>WL.K12.IM.2.1:</u></a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#"><u>WL.K12.IM.2.2:</u></a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#"><u>WL.K12.IM.2.3:</u></a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#"><u>WL.K12.IM.2.4:</u></a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#"><u>WL.K12.IM.3.1:</u></a>	Express views and effectively engage in conversations on a variety of familiar topics.
<a href="#"><u>WL.K12.IM.3.2:</u></a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#"><u>WL.K12.IM.3.3:</u></a>	Express personal views and opinions on a variety of topics.
<a href="#"><u>WL.K12.IM.3.4:</u></a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#"><u>WL.K12.IM.3.5:</u></a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#"><u>WL.K12.IM.3.6:</u></a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#"><u>WL.K12.IM.3.7:</u></a>	Follow grammatical rules for self-correction when speaking.
<a href="#"><u>WL.K12.IM.3.8:</u></a>	Describe a problem or situation with details and state an opinion.

<a href="#"><u>WL.K12.IM.4.1:</u></a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<a href="#"><u>WL.K12.IM.4.2:</u></a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<a href="#"><u>WL.K12.IM.4.3:</u></a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#"><u>WL.K12.IM.4.4:</u></a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#"><u>WL.K12.IM.4.5:</u></a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#"><u>WL.K12.IM.4.6:</u></a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#"><u>WL.K12.IM.5.1:</u></a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#"><u>WL.K12.IM.5.2:</u></a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#"><u>WL.K12.IM.5.3:</u></a>	State an opinion and provide supporting evidence using connected sentences.
<a href="#"><u>WL.K12.IM.5.4:</u></a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#"><u>WL.K12.IM.5.5:</u></a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#"><u>WL.K12.IM.5.6:</u></a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#"><u>WL.K12.IM.5.7:</u></a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#"><u>WL.K12.IM.6.1:</u></a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#"><u>WL.K12.IM.6.2:</u></a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#"><u>WL.K12.IM.6.3:</u></a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#"><u>WL.K12.IM.6.4:</u></a>	Identify similarities and differences in products across cultures (e.g.,

	food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#"><u>WL.K12.IM.7.1:</u></a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#"><u>WL.K12.IM.7.2:</u></a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#"><u>WL.K12.IM.8.1:</u></a>	Compare language structures and skills that transfer from one language to another.
<a href="#"><u>WL.K12.IM.8.2:</u></a>	Compare and contrast structural patterns in the target language and own.
<a href="#"><u>WL.K12.IM.8.3:</u></a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#"><u>WL.K12.IM.9.1:</u></a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#"><u>WL.K12.IM.9.2:</u></a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.



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	<p>Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.</p>
<p><a href="#"><u>SS.8.A.4.17:</u></a></p>	<p>Examine key events and peoples in Florida history as each impacts this era of American history. Remarks/Examples</p> <p>Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.</p>
<p><a href="#"><u>SS.8.A.4.18:</u></a></p>	<p>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. Remarks/Examples</p> <p>Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.</p>
<p><a href="#"><u>SS.8.A.4.2:</u></a></p>	<p>Describe the debate surrounding the spread of slavery into western territories and Florida. Remarks/Examples</p> <p>Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.</p>
<p><a href="#"><u>SS.8.A.4.3:</u></a></p>	<p>Examine the experiences and perspectives of significant individuals and groups during this era of American History. Remarks/Examples</p> <p>Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves,</p>

	women, Alexis de Tocqueville, political parties.
<a href="#"><u>SS.8.A.4.4:</u></a>	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
<a href="#"><u>SS.8.A.4.5:</u></a>	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy. Remarks/Examples Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.
<a href="#"><u>SS.8.A.4.6:</u></a>	Identify technological improvements (inventions/inventors) that contributed to industrial growth. Remarks/Examples Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.
<a href="#"><u>SS.8.A.4.7:</u></a>	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
<a href="#"><u>SS.8.A.4.8:</u></a>	Describe the influence of individuals on social and political developments of this era in American History. Remarks/Examples Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.
<a href="#"><u>SS.8.A.4.9:</u></a>	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements. Remarks/Examples Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

<a href="#"><u>SS.8.A.5.1:</u></a>	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
<a href="#"><u>SS.8.A.5.2:</u></a>	<p>Analyze the role of slavery in the development of sectional conflict. Remarks/Examples</p> <p>Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.</p>
<a href="#"><u>SS.8.A.5.3:</u></a>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency. Remarks/Examples</p> <p>Examples may include, but are not limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.</p>
<a href="#"><u>SS.8.A.5.4:</u></a>	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
<a href="#"><u>SS.8.A.5.5:</u></a>	<p>Compare Union and Confederate strengths and weaknesses. Remarks/Examples</p> <p>Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.</p>
<a href="#"><u>SS.8.A.5.6:</u></a>	<p>Compare significant Civil War battles and events and their effects on civilian populations. Remarks/Examples</p> <p>Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.</p>
<a href="#"><u>SS.8.A.5.7:</u></a>	Examine key events and peoples in Florida history as each impacts this era of American history.

# Course: M/J Civics- 2106010

Direct link to this page: <http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4504.aspx>

## BASIC INFORMATION

Course Title:	M/J Civics
Course Number:	2106010
Course Abbreviated Title:	M/J CIVICS
Course Path:	Section: <a href="#">Grades PreK to 12 Education Courses</a> Grade Group: <a href="#">Grades 6 to 8 Education Courses</a> Subject: <a href="#">Social Studies</a> SubSubject: <a href="#">Political Sciences</a>
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>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.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p><b>Special Notes:</b> Additional content that may be included in the Grade 8 NAEP Civics assessment includes:</p> <ul style="list-style-type: none"> <li>• Distinctive characteristics of American society</li> <li>• Unity/diversity in American society</li> <li>• Civil society: nongovernmental associations, groups</li> <li>• Nation-states</li> <li>• Interaction among nation-states</li> <li>• Major governmental, nongovernmental international organizations</li> </ul> <p>The NAEP frameworks for Civics may be accessed at <a href="http://www.nagb.org/publications/frameworks/civicsframework.pdf">http://www.nagb.org/publications/frameworks/civicsframework.pdf</a></p> <p><b>Instructional Practices</b> 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:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>

## STANDARDS (90)

### Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### Aligned Clusters:

MACC.6.SP.1 - Summarize and describe distributions.

<a href="#">HE.7.P.8.2:</a>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples</p> <p>Bullying prevention, Internet safety, and nutritional choices.</p>
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<a href="#">LACC.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#">LACC.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#">LACC.68.RH.1.3:</a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#">LACC.68.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#">LACC.68.RH.2.5:</a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#">LACC.68.RH.2.6:</a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LACC.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LACC.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LACC.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#">LACC.68.WHST.1.1:</a>	Write arguments focused on <i>discipline-specific content</i> . <ul style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<a href="#">SS.7.C.3.2:</a>	Compare parliamentary, federal, confederal, and unitary systems of government.
<a href="#">SS.7.C.3.3:</a>	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
<a href="#">SS.7.C.3.4:</a>	Identify the relationship and division of powers between the federal government and state governments.
<a href="#">SS.7.C.3.5:</a>	Explain the Constitutional amendment process.
<a href="#">SS.7.C.3.6:</a>	Evaluate Constitutional rights and their impact on individuals and society.
<a href="#">LACC.68.WHST.1.2:</a>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<a href="#">LACC.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LACC.68.WHST.2.5:</a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#">LACC.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#">LACC.68.WHST.3.7:</a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#">LACC.68.WHST.3.8:</a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#">LACC.68.WHST.3.9:</a>	Draw evidence from informational texts to support analysis reflection, and research.
<a href="#">LACC.68.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single

sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<a href="#">SS.7.C.2.1:</a>	Define the term "citizen," and identify legal means of becoming a United States citizen.
<a href="#">SS.7.C.2.10:</a>	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
<a href="#">SS.7.C.2.11:</a>	Analyze media and political communications (bias, symbolism, propaganda).
<a href="#">SS.7.C.3.14:</a>	Differentiate between local, state, and federal governments' obligations and services.
<a href="#">LACC.7.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  <ol style="list-style-type: none"><li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li><li>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li><li>Acknowledge new information expressed by others and, when warranted, modify their own views.</li></ol>
<a href="#">LACC.7.SL.1.2:</a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#">LACC.7.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">LACC.7.SL.2.4:</a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">SS.7.C.1.1:</a>	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
<a href="#">SS.7.C.1.2:</a>	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
<a href="#">SS.7.C.1.3:</a>	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
<a href="#">SS.7.C.1.4:</a>	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
<a href="#">SS.7.C.1.5:</a>	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
<a href="#">SS.7.C.1.6:</a>	Interpret the intentions of the Preamble of the Constitution.
<a href="#">SS.7.C.1.7:</a>	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
<a href="#">SS.7.C.1.8:</a>	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.7.C.1.9:</a>	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
<a href="#">SS.7.C.2.12:</a>	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
<a href="#">SS.7.C.2.13:</a>	Examine multiple perspectives on public and current issues.
<a href="#">SS.7.C.2.14:</a>	Conduct a service project to further the public good. Remarks/Examples <div style="border: 1px solid black; padding: 2px;">The project can be at the school, community, state, national, or international level.</div>
<a href="#">SS.7.C.2.2:</a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#">SS.7.C.2.3:</a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples <div style="border: 1px solid black; padding: 2px;">Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</div>
<a href="#">SS.7.C.2.4:</a>	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
<a href="#">SS.7.C.2.5:</a>	Distinguish how the Constitution safeguards and limits individual rights.
<a href="#">SS.7.C.2.6:</a>	Simulate the trial process and the role of juries in the administration of justice.
<a href="#">SS.7.C.2.7:</a>	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
<a href="#">SS.7.C.2.8:</a>	Identify America's current political parties, and illustrate their ideas about government.

<a href="#">SS.7.C.2.9:</a>	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
<a href="#">SS.7.C.3.1:</a>	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
<a href="#">SS.7.C.3.10:</a>	Identify sources and types (civil, criminal, constitutional, military) of law.
<a href="#">SS.7.C.3.11:</a>	Diagram the levels, functions, and powers of courts at the state and federal levels.
<a href="#">SS.7.C.3.12:</a>	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
<a href="#">SS.7.C.3.13:</a>	Compare the constitutions of the United States and Florida.
<a href="#">SS.7.C.3.7:</a>	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
<a href="#">SS.7.C.3.8:</a>	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
<a href="#">SS.7.C.3.9:</a>	Illustrate the law making process at the local, state, and federal levels.
<a href="#">SS.7.C.4.1:</a>	Differentiate concepts related to United States domestic and foreign policy.
<a href="#">SS.7.C.4.2:</a>	Recognize government and citizen participation in international organizations. Remarks/Examples Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.
<a href="#">SS.7.C.4.3:</a>	Describe examples of how the United States has dealt with international conflicts.
<a href="#">SS.7.E.1.1:</a>	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
<a href="#">SS.7.E.1.2:</a>	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.
<a href="#">SS.7.E.1.3:</a>	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.
<a href="#">SS.7.E.1.4:</a>	Discuss the function of financial institutions in the development of a market economy.
<a href="#">SS.7.E.1.5:</a>	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
<a href="#">SS.7.E.1.6:</a>	Compare the national budget process to the personal budget process. Remarks/Examples Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.
<a href="#">SS.7.E.2.1:</a>	Explain how federal, state, and local taxes support the economy as a function of the United States government.
<a href="#">SS.7.E.2.2:</a>	Describe the banking system in the United States and its impact on the money supply. Remarks/Examples Examples are the Federal Reserve System and privately owned banks.
<a href="#">SS.7.E.2.3:</a>	Identify and describe United States laws and regulations adopted to promote economic competition.
<a href="#">SS.7.E.2.4:</a>	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
<a href="#">SS.7.E.2.5:</a>	Explain how economic institutions impact the national economy. Remarks/Examples Examples are the stock market, banks, credit unions.
<a href="#">SS.7.E.3.1:</a>	Explain how international trade requires a system for exchanging currency between and among nations.
<a href="#">SS.7.E.3.2:</a>	Assess how the changing value of currency affects trade of goods and services between nations.
<a href="#">SS.7.E.3.3:</a>	Compare and contrast a single resource economy with a diversified economy.
<a href="#">SS.7.E.3.4:</a>	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.
<a href="#">SS.7.G.1.1:</a>	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
<a href="#">SS.7.G.1.2:</a>	Locate on a world map the territories and protectorates of the United States of America. Remarks/Examples Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

<a href="#">SS.7.G.1.3:</a>	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
<a href="#">SS.7.G.2.1:</a>	Locate major cultural landmarks that are emblematic of the United States. Remarks/Examples Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.
<a href="#">SS.7.G.2.2:</a>	Locate major physical landmarks that are emblematic of the United States. Remarks/Examples Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.
<a href="#">SS.7.G.2.3:</a>	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
<a href="#">SS.7.G.2.4:</a>	Describe current major cultural regions of North America. Remarks/Examples Examples are the South, Rust-belt, Silicon Valley.
<a href="#">SS.7.G.3.1:</a>	Use maps to describe the location, abundance, and variety of natural resources in North America.
<a href="#">SS.7.G.4.1:</a>	Use geographic terms and tools to explain cultural diffusion throughout North America.
<a href="#">SS.7.G.4.2:</a>	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
<a href="#">SS.7.G.5.1:</a>	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community. Remarks/Examples Examples are tri-county mangrove decimation, beach erosion.
<a href="#">SS.7.G.6.1:</a>	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States. Remarks/Examples Examples are population density, changes in census data, and district reapportionment over time.





# Course: M/J Advanced World Cultures-2105030

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4560.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Advanced World Cultures
<b>Course Number:</b>	2105030
<b>Course Abbreviated Title:</b>	M/J ADV WORLD CLTRS
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Multicultural Studies</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>M/J World Cultures</b> - 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.</p> <p><b>Honors/Advanced</b> courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and</p>

evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

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

#### **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).

**Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

**Aligned Clusters:**

MACC.6.SP.1 - Summarize and describe distributions.

<p><b><u>HE.6.C.2.4:</u></b></p>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
<p><b><u>LACC.6.SL.1.1:</u></b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"><li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li><li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li><li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li></ol>
<p><b><u>LACC.6.SL.1.2:</u></b></p>	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
<p><b><u>LACC.6.SL.1.3:</u></b></p>	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

<a href="#"><u>LACC.6.SL.2.4:</u></a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> </ol>

	<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p><b><u>LACC.68.WHST.1.2:</u></b></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<p><b><u>LACC.68.WHST.2.4:</u></b></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b><u>LACC.68.WHST.2.5:</u></b></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
<p><b><u>LACC.68.WHST.2.6:</u></b></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><b><u>LACC.68.WHST.3.7:</u></b></p>	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
<p><b><u>LACC.68.WHST.3.8:</u></b></p>	<p>Gather relevant information from multiple print and digital sources,</p>

	using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.6.E.2.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.2:</u></a>	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
<a href="#"><u>SS.6.E.3.4:</u></a>	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
<a href="#"><u>SS.6.G.1.1:</u></a>	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
<a href="#"><u>SS.6.G.1.2:</u></a>	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
<a href="#"><u>SS.6.G.1.4:</u></a>	Utilize tools geographers use to study the world. Remarks/Examples Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
<a href="#"><u>SS.6.G.1.5:</u></a>	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
<a href="#"><u>SS.6.G.1.6:</u></a>	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Remarks/Examples

	Examples are major rivers, seas, oceans.
<a href="#"><u>SS.6.G.1.7:</u></a>	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Remarks/Examples Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
<a href="#"><u>SS.6.G.2.1:</u></a>	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.
<a href="#"><u>SS.6.G.2.2:</u></a>	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Remarks/Examples Examples are city-states, provinces, kingdoms, empires.
<a href="#"><u>SS.6.G.2.4:</u></a>	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. Remarks/Examples Examples are Egypt, Rome, Greece, China, Kush.
<a href="#"><u>SS.6.G.2.5:</u></a>	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Remarks/Examples Examples are China limits and Greece invites.
<a href="#"><u>SS.6.G.2.6:</u></a>	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Remarks/Examples Examples are Phoenicia on Greece and Greece on Rome.
<a href="#"><u>SS.6.G.2.7:</u></a>	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
<a href="#"><u>SS.6.G.3.1:</u></a>	Explain how the physical landscape has affected the development of

	<p>agriculture and industry in the ancient world.</p> <p>Remarks/Examples</p> <p>Examples are terracing, seasonal crop rotations, resource development.</p>
<a href="#"><u>SS.6.G.3.2:</u></a>	<p>Analyze the impact of human populations on the ancient world's ecosystems.</p> <p>Remarks/Examples</p> <p>Examples are desertification, deforestation, abuse of resources, erosion.</p>
<a href="#"><u>SS.6.G.4.1:</u></a>	<p>Explain how family and ethnic relationships influenced ancient cultures.</p>
<a href="#"><u>SS.6.G.4.2:</u></a>	<p>Use maps to trace significant migrations, and analyze their results.</p> <p>Remarks/Examples</p> <p>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</p>
<a href="#"><u>SS.6.G.4.3:</u></a>	<p>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.</p>
<a href="#"><u>SS.6.G.5.1:</u></a>	<p>Identify the methods used to compensate for the scarcity of resources in the ancient world.</p> <p>Remarks/Examples</p> <p>Examples are water in the Middle East, fertile soil, fuel.</p>
<a href="#"><u>SS.6.G.6.1:</u></a>	<p>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.</p>
<a href="#"><u>SS.6.G.6.2:</u></a>	<p>Compare maps of the world in ancient times with current political maps.</p>
<a href="#"><u>SS.6.W.1.1:</u></a>	<p>Use timelines to identify chronological order of historical events.</p>
<a href="#"><u>SS.6.W.1.3:</u></a>	<p>Interpret primary and secondary sources.</p> <p>Remarks/Examples</p> <p>Examples are artifacts, images, auditory sources, written sources.</p>



<b><u>SS.6.W.1.4:</u></b>	Describe the methods of historical inquiry and how history relates to the other social sciences. Remarks/Examples Examples are archaeology, geography, political science, economics.
<b><u>SS.6.W.1.6:</u></b>	Describe how history transmits culture and heritage and provides models of human character.
<b><u>SS.6.W.2.10:</u></b>	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations. Remarks/Examples Examples are Olmec, Zapotec, Chavin.
<b><u>SS.6.W.2.3:</u></b>	Identify the characteristics of civilization. Remarks/Examples Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.
<b><u>SS.6.W.2.4:</u></b>	Compare the economic, political, social, and religious institutions of ancient river civilizations. Remarks/Examples Examples are Nile, Tigris-Euphrates, Indus, Huang He.
<b><u>SS.6.W.2.5:</u></b>	Summarize important achievements of Egyptian civilization. Remarks/Examples Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.
<b><u>SS.6.W.2.6:</u></b>	Determine the contributions of key figures from ancient Egypt. Remarks/Examples Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.
<b><u>SS.6.W.2.7:</u></b>	Summarize the important achievements of Mesopotamian civilization.

	<p>Remarks/Examples</p> <p>Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.</p>
<a href="#"><u>SS.6.W.2.8:</u></a>	<p>Determine the impact of key figures from ancient Mesopotamian civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.</p>
<a href="#"><u>SS.6.W.3.1:</u></a>	<p>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).</p>
<a href="#"><u>SS.6.W.3.10:</u></a>	<p>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).</p>
<a href="#"><u>SS.6.W.3.13:</u></a>	<p>Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</p> <p>Remarks/Examples</p> <p>Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.</p>
<a href="#"><u>SS.6.W.3.14:</u></a>	<p>Describe the key achievements and contributions of Roman civilization.</p> <p>Remarks/Examples</p> <p>Examples are art and architecture, engineering, law, literature, technology.</p>
<a href="#"><u>SS.6.W.3.17:</u></a>	<p>Explain the spread and influence of the Latin language on Western Civilization.</p> <p>Remarks/Examples</p> <p>Examples are education, law, medicine, religion, science.</p>
<a href="#"><u>SS.6.W.3.18:</u></a>	<p>Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.</p>

<a href="#"><u>SS.6.W.3.2:</u></a>	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
<a href="#"><u>SS.6.W.3.5:</u></a>	<p>Summarize the important achievements and contributions of ancient Greek civilization.</p> <p>Remarks/Examples</p> <p>Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.</p>
<a href="#"><u>SS.6.W.3.6:</u></a>	<p>Determine the impact of key figures from ancient Greece.</p> <p>Remarks/Examples</p> <p>Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.</p>
<a href="#"><u>SS.6.W.3.7:</u></a>	<p>Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.</p> <p>Remarks/Examples</p> <p>Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.</p>
<a href="#"><u>SS.6.W.4.1:</u></a>	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
<a href="#"><u>SS.6.W.4.10:</u></a>	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.
<a href="#"><u>SS.6.W.4.11:</u></a>	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.
<a href="#"><u>SS.6.W.4.12:</u></a>	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
<a href="#"><u>SS.6.W.4.2:</u></a>	<p>Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.</p> <p>Remarks/Examples</p> <p>Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.</p>

<a href="#"><u>SS.6.W.4.3:</u></a>	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
<a href="#"><u>SS.6.W.4.4:</u></a>	<p>Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</p> <p>Remarks/Examples</p> <p>Examples are The Four Noble Truths, Three Qualities, Eightfold Path.</p>
<a href="#"><u>SS.6.W.4.5:</u></a>	<p>Summarize the important achievements and contributions of ancient Indian civilization.</p> <p>Remarks/Examples</p> <p>Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.</p>
<a href="#"><u>SS.6.W.4.6:</u></a>	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
<a href="#"><u>SS.6.W.4.7:</u></a>	<p>Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.</p> <p>Remarks/Examples</p> <p>Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.</p>
<a href="#"><u>SS.6.W.4.8:</u></a>	<p>Describe the contributions of classical and post classical China.</p> <p>Remarks/Examples</p> <p>Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.</p>



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# Course: M/J World Cultures & Career Planning-2105025

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## BASIC INFORMATION

<b>Course Title:</b>	M/J World Cultures & Career Planning
<b>Course Number:</b>	2105025
<b>Course Abbreviated Title:</b>	M/J WORLD CLTRS C/P
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Multicultural Studies</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>M/J World Cultures</b> - 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.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p>

**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; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

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

	<p>shorter ones when text is extremely complex.</p> <ol style="list-style-type: none"> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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## STANDARDS (77)

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **Aligned Clusters:**

MACC.6.SP.1 - Summarize and describe distributions.

<b><u>HE.6.C.2.4:</u></b>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
<b><u>LACC.6.SL.1.1:</u></b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> </ol>



	<ul style="list-style-type: none"> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
<a href="#"><u>LACC.6.SL.1.2:</u></a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#"><u>LACC.6.SL.1.3:</u></a>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#"><u>LACC.6.SL.2.4:</u></a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs,

	videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>

<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.6.E.2.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.2:</u></a>	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
<a href="#"><u>SS.6.E.3.4:</u></a>	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
<a href="#"><u>SS.6.G.1.1:</u></a>	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.

<a href="#"><u>SS.6.G.1.2:</u></a>	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
<a href="#"><u>SS.6.G.1.4:</u></a>	<p>Utilize tools geographers use to study the world.</p> <p>Remarks/Examples</p> <p>Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</p>
<a href="#"><u>SS.6.G.1.5:</u></a>	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
<a href="#"><u>SS.6.G.1.6:</u></a>	<p>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</p> <p>Remarks/Examples</p> <p>Examples are major rivers, seas, oceans.</p>
<a href="#"><u>SS.6.G.1.7:</u></a>	<p>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</p> <p>Remarks/Examples</p> <p>Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</p>
<a href="#"><u>SS.6.G.2.1:</u></a>	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.
<a href="#"><u>SS.6.G.2.2:</u></a>	<p>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</p> <p>Remarks/Examples</p> <p>Examples are city-states, provinces, kingdoms, empires.</p>
<a href="#"><u>SS.6.G.2.4:</u></a>	<p>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</p> <p>Remarks/Examples</p> <p>Examples are Egypt, Rome, Greece, China, Kush.</p>

<p><a href="#"><u>SS.6.G.2.5:</u></a></p>	<p>Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Remarks/Examples</p> <p>Examples are China limits and Greece invites.</p>
<p><a href="#"><u>SS.6.G.2.6:</u></a></p>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Remarks/Examples</p> <p>Examples are Phoenicia on Greece and Greece on Rome.</p>
<p><a href="#"><u>SS.6.G.2.7:</u></a></p>	<p>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</p>
<p><a href="#"><u>SS.6.G.3.1:</u></a></p>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. Remarks/Examples</p> <p>Examples are terracing, seasonal crop rotations, resource development.</p>
<p><a href="#"><u>SS.6.G.3.2:</u></a></p>	<p>Analyze the impact of human populations on the ancient world's ecosystems. Remarks/Examples</p> <p>Examples are desertification, deforestation, abuse of resources, erosion.</p>
<p><a href="#"><u>SS.6.G.4.1:</u></a></p>	<p>Explain how family and ethnic relationships influenced ancient cultures.</p>
<p><a href="#"><u>SS.6.G.4.2:</u></a></p>	<p>Use maps to trace significant migrations, and analyze their results. Remarks/Examples</p> <p>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</p>
<p><a href="#"><u>SS.6.G.4.3:</u></a></p>	<p>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.</p>
<p><a href="#"><u>SS.6.G.5.1:</u></a></p>	<p>Identify the methods used to compensate for the scarcity of resources in the ancient world.</p>

	<p>Remarks/Examples</p> <p>Examples are water in the Middle East, fertile soil, fuel.</p>
<a href="#"><u>SS.6.G.6.1:</u></a>	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.
<a href="#"><u>SS.6.G.6.2:</u></a>	Compare maps of the world in ancient times with current political maps.
<a href="#"><u>SS.6.W.1.1:</u></a>	Use timelines to identify chronological order of historical events.
<a href="#"><u>SS.6.W.1.3:</u></a>	<p>Interpret primary and secondary sources.</p> <p>Remarks/Examples</p> <p>Examples are artifacts, images, auditory sources, written sources.</p>
<a href="#"><u>SS.6.W.1.4:</u></a>	<p>Describe the methods of historical inquiry and how history relates to the other social sciences.</p> <p>Remarks/Examples</p> <p>Examples are archaeology, geography, political science, economics.</p>
<a href="#"><u>SS.6.W.1.6:</u></a>	Describe how history transmits culture and heritage and provides models of human character.
<a href="#"><u>SS.6.W.2.10:</u></a>	<p>Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Olmec, Zapotec, Chavin.</p>
<a href="#"><u>SS.6.W.2.3:</u></a>	<p>Identify the characteristics of civilization.</p> <p>Remarks/Examples</p> <p>Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.</p>
<a href="#"><u>SS.6.W.2.4:</u></a>	<p>Compare the economic, political, social, and religious institutions of ancient river civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Nile, Tigris-Euphrates, Indus, Huang He.</p>

<a href="#"><u>SS.6.W.2.5:</u></a>	<p>Summarize important achievements of Egyptian civilization.</p> <p>Remarks/Examples</p> <p>Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.</p>
<a href="#"><u>SS.6.W.2.7:</u></a>	<p>Summarize the important achievements of Mesopotamian civilization.</p> <p>Remarks/Examples</p> <p>Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.</p>
<a href="#"><u>SS.6.W.3.1:</u></a>	<p>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).</p>
<a href="#"><u>SS.6.W.3.10:</u></a>	<p>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).</p>
<a href="#"><u>SS.6.W.3.13:</u></a>	<p>Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</p> <p>Remarks/Examples</p> <p>Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.</p>
<a href="#"><u>SS.6.W.3.14:</u></a>	<p>Describe the key achievements and contributions of Roman civilization.</p> <p>Remarks/Examples</p> <p>Examples are art and architecture, engineering, law, literature, technology.</p>
<a href="#"><u>SS.6.W.3.17:</u></a>	<p>Explain the spread and influence of the Latin language on Western Civilization.</p> <p>Remarks/Examples</p> <p>Examples are education, law, medicine, religion, science.</p>

<a href="#"><u>SS.6.W.3.18:</u></a>	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
<a href="#"><u>SS.6.W.3.2:</u></a>	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
<a href="#"><u>SS.6.W.3.5:</u></a>	Summarize the important achievements and contributions of ancient Greek civilization. Remarks/Examples Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.
<a href="#"><u>SS.6.W.3.6:</u></a>	Determine the impact of key figures from ancient Greece. Remarks/Examples Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.
<a href="#"><u>SS.6.W.3.7:</u></a>	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period. Remarks/Examples Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.
<a href="#"><u>SS.6.W.4.1:</u></a>	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
<a href="#"><u>SS.6.W.4.10:</u></a>	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.
<a href="#"><u>SS.6.W.4.11:</u></a>	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.
<a href="#"><u>SS.6.W.4.12:</u></a>	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
<a href="#"><u>SS.6.W.4.2:</u></a>	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.



	<p>Remarks/Examples</p> <p>Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.</p>
<a href="#"><u>SS.6.W.4.3:</u></a>	<p>Recognize the political and cultural achievements of the Mauryan and Gupta empires.</p>
<a href="#"><u>SS.6.W.4.4:</u></a>	<p>Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</p> <p>Remarks/Examples</p> <p>Examples are The Four Noble Truths, Three Qualities, Eightfold Path.</p>
<a href="#"><u>SS.6.W.4.5:</u></a>	<p>Summarize the important achievements and contributions of ancient Indian civilization.</p> <p>Remarks/Examples</p> <p>Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.</p>
<a href="#"><u>SS.6.W.4.6:</u></a>	<p>Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.</p>
<a href="#"><u>SS.6.W.4.7:</u></a>	<p>Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.</p> <p>Remarks/Examples</p> <p>Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.</p>
<a href="#"><u>SS.6.W.4.8:</u></a>	<p>Describe the contributions of classical and post classical China.</p> <p>Remarks/Examples</p> <p>Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.</p>



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# Course: M/J World Cultures- 2105020

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## BASIC INFORMATION

<b>Course Title:</b>	M/J World Cultures
<b>Course Number:</b>	2105020
<b>Course Abbreviated Title:</b>	M/J WORLD CLTRS
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Multicultural Studies</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>M/J World Cultures</b> - 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.</p> <p><b>Instructional Practices</b></p> <p>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</p>

	<p>helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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## STANDARDS (77)

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **Aligned Clusters:**

MACC.6.SP.1 - Summarize and describe distributions.

<b><u>HE.6.C.2.4:</u></b>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
<b><u>LACC.6.SL.1.1:</u></b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied</p>

	<p>required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
<a href="#"><u>LACC.6.SL.1.2:</u></a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#"><u>LACC.6.SL.1.3:</u></a>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#"><u>LACC.6.SL.2.4:</u></a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular

	facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from</li> </ol>

	and supports the information or explanation presented.
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.6.E.2.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.2:</u></a>	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
<a href="#"><u>SS.6.F.3.4:</u></a>	Describe the relationship among civilizations that engage in trade,

	including the benefits and drawbacks of voluntary trade.
<a href="#"><u>SS.6.G.1.1:</u></a>	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
<a href="#"><u>SS.6.G.1.2:</u></a>	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
<a href="#"><u>SS.6.G.1.4:</u></a>	Utilize tools geographers use to study the world. Remarks/Examples Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
<a href="#"><u>SS.6.G.1.5:</u></a>	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
<a href="#"><u>SS.6.G.1.6:</u></a>	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Remarks/Examples Examples are major rivers, seas, oceans.
<a href="#"><u>SS.6.G.1.7:</u></a>	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Remarks/Examples Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
<a href="#"><u>SS.6.G.2.1:</u></a>	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.
<a href="#"><u>SS.6.G.2.2:</u></a>	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Remarks/Examples Examples are city-states, provinces, kingdoms, empires.
<a href="#"><u>SS.6.G.2.4:</u></a>	Explain how the geographical location of ancient



	<p>civilizations contributed to the culture and politics of those societies. Remarks/Examples</p> <p>Examples are Egypt, Rome, Greece, China, Kush.</p>
<a href="#"><u>SS.6.G.2.5:</u></a>	<p>Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Remarks/Examples</p> <p>Examples are China limits and Greece invites.</p>
<a href="#"><u>SS.6.G.2.6:</u></a>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Remarks/Examples</p> <p>Examples are Phoenicia on Greece and Greece on Rome.</p>
<a href="#"><u>SS.6.G.2.7:</u></a>	<p>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</p>
<a href="#"><u>SS.6.G.3.1:</u></a>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. Remarks/Examples</p> <p>Examples are terracing, seasonal crop rotations, resource development.</p>
<a href="#"><u>SS.6.G.3.2:</u></a>	<p>Analyze the impact of human populations on the ancient world's ecosystems. Remarks/Examples</p> <p>Examples are desertification, deforestation, abuse of resources, erosion.</p>
<a href="#"><u>SS.6.G.4.1:</u></a>	<p>Explain how family and ethnic relationships influenced ancient cultures.</p>
<a href="#"><u>SS.6.G.4.2:</u></a>	<p>Use maps to trace significant migrations, and analyze their results. Remarks/Examples</p> <p>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</p>
<a href="#"><u>SS.6.G.4.3:</u></a>	<p>Locate sites in Africa and Asia where archaeologists have found</p>

	evidence of early human societies, and trace their migration patterns to other parts of the world.
<a href="#"><u>SS.6.G.5.1:</u></a>	Identify the methods used to compensate for the scarcity of resources in the ancient world. Remarks/Examples Examples are water in the Middle East, fertile soil, fuel.
<a href="#"><u>SS.6.G.6.1:</u></a>	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.
<a href="#"><u>SS.6.G.6.2:</u></a>	Compare maps of the world in ancient times with current political maps.
<a href="#"><u>SS.6.W.1.1:</u></a>	Use timelines to identify chronological order of historical events.
<a href="#"><u>SS.6.W.1.3:</u></a>	Interpret primary and secondary sources. Remarks/Examples Examples are artifacts, images, auditory sources, written sources.
<a href="#"><u>SS.6.W.1.4:</u></a>	Describe the methods of historical inquiry and how history relates to the other social sciences. Remarks/Examples Examples are archaeology, geography, political science, economics.
<a href="#"><u>SS.6.W.1.6:</u></a>	Describe how history transmits culture and heritage and provides models of human character.
<a href="#"><u>SS.6.W.2.10:</u></a>	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations. Remarks/Examples Examples are Olmec, Zapotec, Chavin.
<a href="#"><u>SS.6.W.2.3:</u></a>	Identify the characteristics of civilization. Remarks/Examples Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.

<p><b><u>SS.6.W.2.4:</u></b></p>	<p>Compare the economic, political, social, and religious institutions of ancient river civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Nile, Tigris-Euphrates, Indus, Huang He.</p>
<p><b><u>SS.6.W.2.5:</u></b></p>	<p>Summarize important achievements of Egyptian civilization.</p> <p>Remarks/Examples</p> <p>Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.</p>
<p><b><u>SS.6.W.2.7:</u></b></p>	<p>Summarize the important achievements of Mesopotamian civilization.</p> <p>Remarks/Examples</p> <p>Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.</p>
<p><b><u>SS.6.W.3.1:</u></b></p>	<p>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).</p>
<p><b><u>SS.6.W.3.10:</u></b></p>	<p>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).</p>
<p><b><u>SS.6.W.3.13:</u></b></p>	<p>Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</p> <p>Remarks/Examples</p> <p>Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.</p>
<p><b><u>SS.6.W.3.14:</u></b></p>	<p>Describe the key achievements and contributions of Roman civilization.</p> <p>Remarks/Examples</p> <p>Examples are art and architecture, engineering, law, literature, technology.</p>
<p><b><u>SS.6.W.3.17:</u></b></p>	<p>Explain the spread and influence of the Latin language on Western</p>

	<p>Civilization.</p> <p>Remarks/Examples</p> <p>Examples are education, law, medicine, religion, science.</p>
<a href="#"><u>SS.6.W.3.18:</u></a>	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
<a href="#"><u>SS.6.W.3.2:</u></a>	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
<a href="#"><u>SS.6.W.3.5:</u></a>	<p>Summarize the important achievements and contributions of ancient Greek civilization.</p> <p>Remarks/Examples</p> <p>Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.</p>
<a href="#"><u>SS.6.W.3.6:</u></a>	<p>Determine the impact of key figures from ancient Greece.</p> <p>Remarks/Examples</p> <p>Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.</p>
<a href="#"><u>SS.6.W.3.7:</u></a>	<p>Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.</p> <p>Remarks/Examples</p> <p>Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.</p>
<a href="#"><u>SS.6.W.4.1:</u></a>	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
<a href="#"><u>SS.6.W.4.10:</u></a>	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.
<a href="#"><u>SS.6.W.4.11:</u></a>	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.

<a href="#"><u>SS.6.W.4.12:</u></a>	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
<a href="#"><u>SS.6.W.4.2:</u></a>	<p>Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.</p> <p>Remarks/Examples</p> <p>Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.</p>
<a href="#"><u>SS.6.W.4.3:</u></a>	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
<a href="#"><u>SS.6.W.4.4:</u></a>	<p>Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</p> <p>Remarks/Examples</p> <p>Examples are The Four Noble Truths, Three Qualities, Eightfold Path.</p>
<a href="#"><u>SS.6.W.4.5:</u></a>	<p>Summarize the important achievements and contributions of ancient Indian civilization.</p> <p>Remarks/Examples</p> <p>Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.</p>
<a href="#"><u>SS.6.W.4.6:</u></a>	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
<a href="#"><u>SS.6.W.4.7:</u></a>	<p>Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.</p> <p>Remarks/Examples</p> <p>Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.</p>
<a href="#"><u>SS.6.W.4.8:</u></a>	<p>Describe the contributions of classical and post classical China.</p> <p>Remarks/Examples</p> <p>Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.</p>



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# Course: M/J United States Economics & Geography Advanced- 2104035

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## BASIC INFORMATION

<b>Course Title:</b>	M/J United States Economics & Geography Advanced
<b>Course Number:</b>	2104035
<b>Course Abbreviated Title:</b>	M/J US ECON & GEO ADV
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Interdisciplinary and Applied Social Studies</a>
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>The social studies curriculum for this course consists of the following content area strands: American History, Geography, Economics, Civics and Government. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about economic activity and patterns in the United States. Content should include, but not be limited to, interpreting economic activity in terms of location, population, demographics, historical change, and land use. Students will study methods of historical inquiry and primary and secondary historical documents.</p> <p><b>Honors/Advanced courses</b> offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized</p>

information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

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

**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).

## STANDARDS (52)

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.



- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

**MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

**MACC.7.SP Statistics and Probability**

MACC.7.SP.2 Draw informal comparative inferences about two populations.

<a href="#"><u>HE.7.P.8.2:</u></a>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples</p> <p>Bullying prevention, Internet safety, and nutritional choices.</p>
<a href="#"><u>LACC.68.RH.1.1:</u></a>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>
<a href="#"><u>LACC.68.RH.1.2:</u></a>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<a href="#"><u>LACC.68.RH.1.3:</u></a>	<p>Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>
<a href="#"><u>LACC.68.RH.2.4:</u></a>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<a href="#"><u>LACC.68.RH.2.5:</u></a>	<p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>
<a href="#"><u>LACC.68.RH.2.6:</u></a>	<p>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>
<a href="#"><u>LACC.68.RH.3.7:</u></a>	<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<a href="#"><u>LACC.68.RH.3.8:</u></a>	<p>Distinguish among fact, opinion, and reasoned judgment in a text.</p>
<a href="#"><u>LACC.68.RH.3.9:</u></a>	<p>Analyze the relationship between a primary and secondary source on the same topic.</p>
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and</p>

	<p>distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <ol style="list-style-type: none"> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<p><a href="#"><u>SS.7.E.2.2:</u></a></p>	<p>Describe the banking system in the United States and its impact on the money supply.</p> <p>Remarks/Examples</p> <hr/> <p>Examples are the Federal Reserve System and privately owned banks.</p> <hr/>
<p><a href="#"><u>SS.7.E.2.3:</u></a></p>	<p>Identify and describe United States laws and regulations adopted to promote economic competition.</p>
<p><a href="#"><u>SS.7.E.2.4:</u></a></p>	<p>Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</p>
<p><a href="#"><u>SS.7.E.2.5:</u></a></p>	<p>Explain how economic institutions impact the national economy.</p> <p>Remarks/Examples</p> <hr/> <p>Examples are the stock market, banks, credit unions.</p> <hr/>
<p><a href="#"><u>LACC.68.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> </ol>

	<ul style="list-style-type: none"> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.7.E.3.1:</u></a>	Explain how international trade requires a system for exchanging currency between and among nations.
<a href="#"><u>SS.7.E.3.2:</u></a>	Assess how the changing value of currency affects trade of goods and services between nations.

<a href="#"><u>SS.7.E.3.3:</u></a>	Compare and contrast a single resource economy with a diversified economy.
<a href="#"><u>SS.7.E.3.4:</u></a>	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.
<a href="#"><u>LACC.7.SL.1.1:</u></a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>
<a href="#"><u>LACC.7.SL.1.2:</u></a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#"><u>LACC.7.SL.1.3:</u></a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#"><u>LACC.7.SL.2.4:</u></a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>SS.7.C.2.2:</u></a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#"><u>SS.7.C.3.14:</u></a>	Differentiate between local, state, and federal governments' obligations and services.

<a href="#"><u>SS.7.E.1.1:</u></a>	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
<a href="#"><u>SS.7.E.1.2:</u></a>	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.
<a href="#"><u>SS.7.E.1.3:</u></a>	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.
<a href="#"><u>SS.7.E.1.4:</u></a>	Discuss the function of financial institutions in the development of a market economy.
<a href="#"><u>SS.7.E.1.5:</u></a>	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
<a href="#"><u>SS.7.E.1.6:</u></a>	Compare the national budget process to the personal budget process. Remarks/Examples
	Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.
<a href="#"><u>SS.7.E.2.1:</u></a>	Explain how federal, state, and local taxes support the economy as a function of the United States government.
<a href="#"><u>SS.7.G.1.1:</u></a>	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
<a href="#"><u>SS.7.G.1.2:</u></a>	Locate on a world map the territories and protectorates of the United States of America. Remarks/Examples
	Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.
<a href="#"><u>SS.7.G.1.3:</u></a>	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
<a href="#"><u>SS.7.G.2.1:</u></a>	Locate major cultural landmarks that are emblematic of the United States. Remarks/Examples
	Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall,

	Alamo, Hoover Dam.
<a href="#"><u>SS.7.G.2.2:</u></a>	<p>Locate major physical landmarks that are emblematic of the United States.</p> <p>Remarks/Examples</p> <p>Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.</p>
<a href="#"><u>SS.7.G.2.3:</u></a>	<p>Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.</p>
<a href="#"><u>SS.7.G.2.4:</u></a>	<p>Describe current major cultural regions of North America.</p> <p>Remarks/Examples</p> <p>Examples are the South, Rust-belt, Silicon Valley.</p>
<a href="#"><u>SS.7.G.3.1:</u></a>	<p>Use maps to describe the location, abundance, and variety of natural resources in North America.</p>
<a href="#"><u>SS.7.G.4.1:</u></a>	<p>Use geographic terms and tools to explain cultural diffusion throughout North America.</p>
<a href="#"><u>SS.7.G.4.2:</u></a>	<p>Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.</p>
<a href="#"><u>SS.7.G.5.1:</u></a>	<p>Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.</p> <p>Remarks/Examples</p> <p>Examples are tri-county mangrove decimation, beach erosion.</p>
<a href="#"><u>SS.7.G.6.1:</u></a>	<p>Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.</p> <p>Remarks/Examples</p> <p>Examples are population density, changes in census data, and district reapportionment over time.</p>



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# Course: M/J Law Studies- 2106030

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## BASIC INFORMATION

<b>Course Title:</b>	M/J Law Studies
<b>Course Number:</b>	2106030
<b>Course Abbreviated Title:</b>	M/J LAW STUDIES
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Political Sciences</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p><b>M/J Law Studies</b> – 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.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p><b>Instructional Practices</b></p>



	<p>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:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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## STANDARDS (52)

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **Aligned Clusters:**

MACC.6.SP.1 - Summarize and describe distributions.

<a href="#"><b>HE.7.P.8.2:</b></a>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples</p> <hr/> <p>Bullying prevention, Internet safety, and nutritional choices.</p> <hr/>
<a href="#"><b>LACC.68.RH.1.1:</b></a>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>

<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

	<ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<p><a href="#"><u>LACC.68.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#"><u>LACC.68.WHST.2.5:</u></a></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
<p><a href="#"><u>LACC.68.WHST.2.6:</u></a></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><a href="#"><u>LACC.68.WHST.3.7:</u></a></p>	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
<p><a href="#"><u>LACC.68.WHST.3.8:</u></a></p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p><a href="#"><u>LACC.68.WHST.3.9:</u></a></p>	<p>Draw evidence from informational texts to support analysis reflection, and research.</p>

<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.7.C.2.13:</u></a>	Examine multiple perspectives on public and current issues.
<a href="#"><u>SS.7.C.2.2:</u></a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#"><u>SS.7.C.2.3:</u></a>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p>Remarks/Examples</p> <p>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#"><u>LACC.7.SL.1.1:</u></a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>
<a href="#"><u>LACC.7.SL.1.2:</u></a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#"><u>LACC.7.SL.1.3:</u></a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#"><u>LACC.7.SL.2.4:</u></a>	Present claims and findings, emphasizing salient points in a focused,

	coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>SS.7.C.1.1:</u></a>	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
<a href="#"><u>SS.7.C.1.2:</u></a>	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
<a href="#"><u>SS.7.C.1.4:</u></a>	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
<a href="#"><u>SS.7.C.1.7:</u></a>	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
<a href="#"><u>SS.7.C.1.9:</u></a>	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
<a href="#"><u>SS.7.C.2.10:</u></a>	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
<a href="#"><u>SS.7.C.2.11:</u></a>	Analyze media and political communications (bias, symbolism, propaganda).
<a href="#"><u>SS.7.C.2.12:</u></a>	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
<a href="#"><u>SS.7.C.2.4:</u></a>	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
<a href="#"><u>SS.7.C.2.5:</u></a>	Distinguish how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.7.C.2.6:</u></a>	Simulate the trial process and the role of juries in the administration of justice.
<a href="#"><u>SS.7.C.3.1:</u></a>	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
<a href="#"><u>SS.7.C.3.10:</u></a>	Identify sources and types (civil, criminal, constitutional, military) of law.
<a href="#"><u>SS.7.C.3.11:</u></a>	Diagram the levels, functions, and powers of courts at the state and

	federal levels.
<a href="#"><u>SS.7.C.3.12:</u></a>	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
<a href="#"><u>SS.7.C.3.13:</u></a>	Compare the constitutions of the United States and Florida.
<a href="#"><u>SS.7.C.3.14:</u></a>	Differentiate between local, state, and federal governments' obligations and services.
<a href="#"><u>SS.7.C.3.2:</u></a>	Compare parliamentary, federal, confederal, and unitary systems of government.
<a href="#"><u>SS.7.C.3.3:</u></a>	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
<a href="#"><u>SS.7.C.3.4:</u></a>	Identify the relationship and division of powers between the federal government and state governments.
<a href="#"><u>SS.7.C.3.5:</u></a>	Explain the Constitutional amendment process.
<a href="#"><u>SS.7.C.3.6:</u></a>	Evaluate Constitutional rights and their impact on individuals and society.
<a href="#"><u>SS.7.C.3.7:</u></a>	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
<a href="#"><u>SS.7.C.3.8:</u></a>	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
<a href="#"><u>SS.7.C.3.9:</u></a>	Illustrate the law making process at the local, state, and federal levels.
<a href="#"><u>SS.7.G.6.1:</u></a>	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States. Remarks/Examples Examples are population density, changes in census data, and district reapportionment over time.



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# Course: M/J World History, Advanced-2109020

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## BASIC INFORMATION

<b>Course Title:</b>	M/J World History, Advanced
<b>Course Number:</b>	2109020
<b>Course Abbreviated Title:</b>	M/J WORLD HIST ADV
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">World and Eastern Hemispheric Histories</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>General Notes:</b>	<p>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.</p> <p><b>Honors/Advanced</b> courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in</p>



Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

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

### **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).

## **STANDARDS (105)**

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.

- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

**MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

<p><b><u>HE.6.C.2.4:</u></b></p>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
<p><b><u>LACC.6.SL.1.1:</u></b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol>
<p><b><u>LACC.6.SL.1.2:</u></b></p>	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
<p><b><u>LACC.6.SL.1.3:</u></b></p>	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p><b><u>LACC.6.SL.2.4:</u></b></p>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>

<p><b><u>LACC.68.WHST.1.2:</u></b></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<p><b><u>LACC.68.WHST.2.4:</u></b></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b><u>LACC.68.WHST.2.5:</u></b></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
<p><b><u>LACC.68.WHST.2.6:</u></b></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><b><u>LACC.68.WHST.3.7:</u></b></p>	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
<p><b><u>LACC.68.WHST.3.8:</u></b></p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.6.C.1.1:</u></a>	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy. Remarks/Examples Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.
<a href="#"><u>SS.6.C.1.2:</u></a>	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
<a href="#"><u>SS.6.C.2.1:</u></a>	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
<a href="#"><u>SS.6.E.1.1:</u></a>	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
<a href="#"><u>SS.6.E.1.2:</u></a>	Describe and identify traditional and command economies as they appear in different civilizations.
<a href="#"><u>SS.6.E.1.3:</u></a>	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).
<a href="#"><u>SS.6.E.2.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.2:</u></a>	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
<a href="#"><u>SS.6.F.3.2:</u></a>	Describe traditional economies (Egypt, Greece, Rome, Kush) and

	elements of those economies that led to the rise of a merchant class and trading partners.
<a href="#"><u>SS.6.E.3.4:</u></a>	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
<a href="#"><u>SS.6.G.1.1:</u></a>	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
<a href="#"><u>SS.6.G.1.2:</u></a>	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
<a href="#"><u>SS.6.G.1.3:</u></a>	Identify natural wonders of the ancient world. Remarks/Examples Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
<a href="#"><u>SS.6.G.1.4:</u></a>	Utilize tools geographers use to study the world. Remarks/Examples Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
<a href="#"><u>SS.6.G.1.5:</u></a>	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
<a href="#"><u>SS.6.G.1.6:</u></a>	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Remarks/Examples Examples are major rivers, seas, oceans.
<a href="#"><u>SS.6.G.1.7:</u></a>	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Remarks/Examples Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
<a href="#"><u>SS.6.G.2.1:</u></a>	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.
<b><u>SS.6.G.2.2:</u></b>	<p>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</p> <p>Remarks/Examples</p> <p>Examples are city-states, provinces, kingdoms, empires.</p>
<b><u>SS.6.G.2.3:</u></b>	<p>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].</p>
<b><u>SS.6.G.2.4:</u></b>	<p>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</p> <p>Remarks/Examples</p> <p>Examples are Egypt, Rome, Greece, China, Kush.</p>
<b><u>SS.6.G.2.5:</u></b>	<p>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</p> <p>Remarks/Examples</p> <p>Examples are China limits and Greece invites.</p>
<b><u>SS.6.G.2.6:</u></b>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</p> <p>Remarks/Examples</p> <p>Examples are Phoenicia on Greece and Greece on Rome.</p>
<b><u>SS.6.G.2.7:</u></b>	<p>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</p>
<b><u>SS.6.G.3.1:</u></b>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</p> <p>Remarks/Examples</p> <p>Examples are terracing, seasonal crop rotations, resource development.</p>

<p><a href="#"><u>SS.6.G.3.2:</u></a></p>	<p>Analyze the impact of human populations on the ancient world's ecosystems. Remarks/Examples</p> <p>Examples are desertification, deforestation, abuse of resources, erosion.</p>
<p><a href="#"><u>SS.6.G.4.1:</u></a></p>	<p>Explain how family and ethnic relationships influenced ancient cultures.</p>
<p><a href="#"><u>SS.6.G.4.2:</u></a></p>	<p>Use maps to trace significant migrations, and analyze their results. Remarks/Examples</p> <p>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</p>
<p><a href="#"><u>SS.6.G.4.3:</u></a></p>	<p>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.</p>
<p><a href="#"><u>SS.6.G.4.4:</u></a></p>	<p>Map and analyze the impact of the spread of various belief systems in the ancient world. Remarks/Examples</p> <p>Examples are Buddhism, Christianity, Judaism.</p>
<p><a href="#"><u>SS.6.G.5.1:</u></a></p>	<p>Identify the methods used to compensate for the scarcity of resources in the ancient world. Remarks/Examples</p> <p>Examples are water in the Middle East, fertile soil, fuel.</p>
<p><a href="#"><u>SS.6.G.5.2:</u></a></p>	<p>Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</p>
<p><a href="#"><u>SS.6.G.5.3:</u></a></p>	<p>Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. Remarks/Examples</p> <p>Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.</p>
<p><a href="#"><u>SS.6.G.6.1:</u></a></p>	<p>Describe the Six Essential Elements of Geography (The World in</p>



	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.
<a href="#"><u>SS.6.G.6.2:</u></a>	Compare maps of the world in ancient times with current political maps.
<a href="#"><u>SS.6.W.1.1:</u></a>	Use timelines to identify chronological order of historical events.
<a href="#"><u>SS.6.W.1.2:</u></a>	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
<a href="#"><u>SS.6.W.1.3:</u></a>	Interpret primary and secondary sources. Remarks/Examples
	Examples are artifacts, images, auditory sources, written sources.
<a href="#"><u>SS.6.W.1.4:</u></a>	Describe the methods of historical inquiry and how history relates to the other social sciences. Remarks/Examples
	Examples are archaeology, geography, political science, economics.
<a href="#"><u>SS.6.W.1.5:</u></a>	Describe the roles of historians and recognize varying historical interpretations (historiography).
<a href="#"><u>SS.6.W.1.6:</u></a>	Describe how history transmits culture and heritage and provides models of human character.
<a href="#"><u>SS.6.W.2.1:</u></a>	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
<a href="#"><u>SS.6.W.2.10:</u></a>	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations. Remarks/Examples
	Examples are Olmec, Zapotec, Chavin.
<a href="#"><u>SS.6.W.2.2:</u></a>	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
<a href="#"><u>SS.6.W.2.3:</u></a>	Identify the characteristics of civilization. Remarks/Examples
	Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.

<b><u>SS.6.W.2.4:</u></b>	<p>Compare the economic, political, social, and religious institutions of ancient river civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Nile, Tigris-Euphrates, Indus, Huang He.</p>
<b><u>SS.6.W.2.5:</u></b>	<p>Summarize important achievements of Egyptian civilization.</p> <p>Remarks/Examples</p> <p>Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.</p>
<b><u>SS.6.W.2.6:</u></b>	<p>Determine the contributions of key figures from ancient Egypt.</p> <p>Remarks/Examples</p> <p>Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.</p>
<b><u>SS.6.W.2.7:</u></b>	<p>Summarize the important achievements of Mesopotamian civilization.</p> <p>Remarks/Examples</p> <p>Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.</p>
<b><u>SS.6.W.2.8:</u></b>	<p>Determine the impact of key figures from ancient Mesopotamian civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.</p>
<b><u>SS.6.W.2.9:</u></b>	<p>Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.</p> <p>Remarks/Examples</p> <p>Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.</p>

<a href="#"><u>SS.6.W.3.1:</u></a>	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).
<a href="#"><u>SS.6.W.3.10:</u></a>	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).
<a href="#"><u>SS.6.W.3.11:</u></a>	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
<a href="#"><u>SS.6.W.3.12:</u></a>	Explain the causes for the growth and longevity of the Roman Empire. Remarks/Examples
	Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.
<a href="#"><u>SS.6.W.3.13:</u></a>	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. Remarks/Examples
	Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.
<a href="#"><u>SS.6.W.3.14:</u></a>	Describe the key achievements and contributions of Roman civilization. Remarks/Examples
	Examples are art and architecture, engineering, law, literature, technology.
<a href="#"><u>SS.6.W.3.15:</u></a>	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana. Remarks/Examples
	Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.
<a href="#"><u>SS.6.W.3.16:</u></a>	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.

<p><b><u>SS.6.W.3.17:</u></b></p>	<p>Explain the spread and influence of the Latin language on Western Civilization.</p> <p>Remarks/Examples</p> <p>Examples are education, law, medicine, religion, science.</p>
<p><b><u>SS.6.W.3.18:</u></b></p>	<p>Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.</p>
<p><b><u>SS.6.W.3.2:</u></b></p>	<p>Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.</p>
<p><b><u>SS.6.W.3.3:</u></b></p>	<p>Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).</p>
<p><b><u>SS.6.W.3.4:</u></b></p>	<p>Explain the causes and effects of the Persian and Peloponnesian Wars.</p>
<p><b><u>SS.6.W.3.5:</u></b></p>	<p>Summarize the important achievements and contributions of ancient Greek civilization.</p> <p>Remarks/Examples</p> <p>Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.</p>
<p><b><u>SS.6.W.3.6:</u></b></p>	<p>Determine the impact of key figures from ancient Greece.</p> <p>Remarks/Examples</p> <p>Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.</p>
<p><b><u>SS.6.W.3.7:</u></b></p>	<p>Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.</p> <p>Remarks/Examples</p> <p>Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.</p>
<p><b><u>SS.6.W.3.8:</u></b></p>	<p>Determine the impact of significant figures associated with ancient Rome.</p> <p>Remarks/Examples</p>

	<p>Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.</p>
<a href="#"><u>SS.6.W.3.9:</u></a>	Explain the impact of the Punic Wars on the development of the Roman Empire.
<a href="#"><u>SS.6.W.4.1:</u></a>	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
<a href="#"><u>SS.6.W.4.10:</u></a>	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.
<a href="#"><u>SS.6.W.4.11:</u></a>	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.
<a href="#"><u>SS.6.W.4.12:</u></a>	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
<a href="#"><u>SS.6.W.4.2:</u></a>	<p>Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.</p> <p>Remarks/Examples</p> <p>Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.</p>
<a href="#"><u>SS.6.W.4.3:</u></a>	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
<a href="#"><u>SS.6.W.4.4:</u></a>	<p>Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</p> <p>Remarks/Examples</p> <p>Examples are The Four Noble Truths, Three Qualities, Eightfold Path.</p>
<a href="#"><u>SS.6.W.4.5:</u></a>	<p>Summarize the important achievements and contributions of ancient Indian civilization.</p> <p>Remarks/Examples</p> <p>Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of</p>

	zero.
<a href="#"><u>SS.6.W.4.6:</u></a>	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
<a href="#"><u>SS.6.W.4.7:</u></a>	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. Remarks/Examples Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.
<a href="#"><u>SS.6.W.4.8:</u></a>	Describe the contributions of classical and post classical China. Remarks/Examples Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.
<a href="#"><u>SS.6.W.4.9:</u></a>	Identify key figures from classical and post classical China. Remarks/Examples Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.



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# Course: M/J World History- 2109010

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## BASIC INFORMATION

<b>Course Title:</b>	M/J World History
<b>Course Number:</b>	2109010
<b>Course Abbreviated Title:</b>	M/J WORLD HIST
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">World and Eastern Hemispheric Histories</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>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.</p> <p><b>Mathematics Benchmark Guidance</b> - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p><b>Instructional Practices</b></p> <p>Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens</p>

	<p>their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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**STANDARDS (105)**

**Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

**MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

<b><u>HE.6.C.2.4:</u></b>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <hr/> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p> <hr/>
<b><u>LACC.6.SL.1.1:</u></b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>



	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
<a href="#"><u>LACC.6.SL.1.2:</u></a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#"><u>LACC.6.SL.1.3:</u></a>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#"><u>LACC.6.SL.2.4:</u></a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).

<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ol>

	<p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.6.C.1.1:</u></a>	<p>Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.</p> <p>Remarks/Examples</p> <p>Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.</p>
<a href="#"><u>SS.6.C.1.2:</u></a>	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule

	of law, representative government, civic duty).
<a href="#"><u>SS.6.C.2.1:</u></a>	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
<a href="#"><u>SS.6.E.1.1:</u></a>	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
<a href="#"><u>SS.6.E.1.2:</u></a>	Describe and identify traditional and command economies as they appear in different civilizations.
<a href="#"><u>SS.6.E.1.3:</u></a>	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).
<a href="#"><u>SS.6.E.2.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.2:</u></a>	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
<a href="#"><u>SS.6.E.3.3:</u></a>	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
<a href="#"><u>SS.6.E.3.4:</u></a>	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
<a href="#"><u>SS.6.G.1.1:</u></a>	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
<a href="#"><u>SS.6.G.1.2:</u></a>	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
<a href="#"><u>SS.6.G.1.3:</u></a>	Identify natural wonders of the ancient world. Remarks/Examples Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.

<p><b><u>SS.6.G.1.4:</u></b></p>	<p>Utilize tools geographers use to study the world. Remarks/Examples</p> <p>Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</p>
<p><b><u>SS.6.G.1.5:</u></b></p>	<p>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</p>
<p><b><u>SS.6.G.1.6:</u></b></p>	<p>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Remarks/Examples</p> <p>Examples are major rivers, seas, oceans.</p>
<p><b><u>SS.6.G.1.7:</u></b></p>	<p>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Remarks/Examples</p> <p>Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</p>
<p><b><u>SS.6.G.2.1:</u></b></p>	<p>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.</p>
<p><b><u>SS.6.G.2.2:</u></b></p>	<p>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Remarks/Examples</p> <p>Examples are city-states, provinces, kingdoms, empires.</p>
<p><b><u>SS.6.G.2.3:</u></b></p>	<p>Analyze the relationship of physical geography to the development of ancient river valley civilizations. Remarks/Examples</p> <p>Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].</p>
<p><b><u>SS.6.G.2.4:</u></b></p>	<p>Explain how the geographical location of ancient</p>

	<p>civilizations contributed to the culture and politics of those societies. Remarks/Examples</p> <p>Examples are Egypt, Rome, Greece, China, Kush.</p>
<a href="#"><u>SS.6.G.2.5:</u></a>	<p>Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Remarks/Examples</p> <p>Examples are China limits and Greece invites.</p>
<a href="#"><u>SS.6.G.2.6:</u></a>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Remarks/Examples</p> <p>Examples are Phoenicia on Greece and Greece on Rome.</p>
<a href="#"><u>SS.6.G.2.7:</u></a>	<p>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</p>
<a href="#"><u>SS.6.G.3.1:</u></a>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. Remarks/Examples</p> <p>Examples are terracing, seasonal crop rotations, resource development.</p>
<a href="#"><u>SS.6.G.3.2:</u></a>	<p>Analyze the impact of human populations on the ancient world's ecosystems. Remarks/Examples</p> <p>Examples are desertification, deforestation, abuse of resources, erosion.</p>
<a href="#"><u>SS.6.G.4.1:</u></a>	<p>Explain how family and ethnic relationships influenced ancient cultures.</p>
<a href="#"><u>SS.6.G.4.2:</u></a>	<p>Use maps to trace significant migrations, and analyze their results. Remarks/Examples</p> <p>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</p>
<a href="#"><u>SS.6.G.4.3:</u></a>	<p>Locate sites in Africa and Asia where archaeologists have found</p>

	evidence of early human societies, and trace their migration patterns to other parts of the world.
<a href="#"><u>SS.6.G.4.4:</u></a>	Map and analyze the impact of the spread of various belief systems in the ancient world. Remarks/Examples Examples are Buddhism, Christianity, Judaism.
<a href="#"><u>SS.6.G.5.1:</u></a>	Identify the methods used to compensate for the scarcity of resources in the ancient world. Remarks/Examples Examples are water in the Middle East, fertile soil, fuel.
<a href="#"><u>SS.6.G.5.2:</u></a>	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
<a href="#"><u>SS.6.G.5.3:</u></a>	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. Remarks/Examples Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
<a href="#"><u>SS.6.G.6.1:</u></a>	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.
<a href="#"><u>SS.6.G.6.2:</u></a>	Compare maps of the world in ancient times with current political maps.
<a href="#"><u>SS.6.W.1.1:</u></a>	Use timelines to identify chronological order of historical events.
<a href="#"><u>SS.6.W.1.2:</u></a>	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
<a href="#"><u>SS.6.W.1.3:</u></a>	Interpret primary and secondary sources. Remarks/Examples Examples are artifacts, images, auditory sources, written sources.
<a href="#"><u>SS.6.W.1.4:</u></a>	Describe the methods of historical inquiry and how history relates to

	<p>the other social sciences.</p> <p>Remarks/Examples</p> <p>Examples are archaeology, geography, political science, economics.</p>
<a href="#"><u>SS.6.W.1.5:</u></a>	Describe the roles of historians and recognize varying historical interpretations (historiography).
<a href="#"><u>SS.6.W.1.6:</u></a>	Describe how history transmits culture and heritage and provides models of human character.
<a href="#"><u>SS.6.W.2.1:</u></a>	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
<a href="#"><u>SS.6.W.2.10:</u></a>	<p>Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Olmec, Zapotec, Chavin.</p>
<a href="#"><u>SS.6.W.2.2:</u></a>	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
<a href="#"><u>SS.6.W.2.3:</u></a>	<p>Identify the characteristics of civilization.</p> <p>Remarks/Examples</p> <p>Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.</p>
<a href="#"><u>SS.6.W.2.4:</u></a>	<p>Compare the economic, political, social, and religious institutions of ancient river civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Nile, Tigris-Euphrates, Indus, Huang He.</p>
<a href="#"><u>SS.6.W.2.5:</u></a>	<p>Summarize important achievements of Egyptian civilization.</p> <p>Remarks/Examples</p> <p>Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.</p>
<a href="#"><u>SS.6.W.2.6:</u></a>	<p>Determine the contributions of key figures from ancient Egypt.</p> <p>Remarks/Examples</p>



	<p>Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.</p>
<a href="#"><u>SS.6.W.2.7:</u></a>	<p>Summarize the important achievements of Mesopotamian civilization.</p> <p>Remarks/Examples</p> <p>Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.</p>
<a href="#"><u>SS.6.W.2.8:</u></a>	<p>Determine the impact of key figures from ancient Mesopotamian civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.</p>
<a href="#"><u>SS.6.W.2.9:</u></a>	<p>Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.</p> <p>Remarks/Examples</p> <p>Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.</p>
<a href="#"><u>SS.6.W.3.1:</u></a>	<p>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).</p>
<a href="#"><u>SS.6.W.3.10:</u></a>	<p>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).</p>
<a href="#"><u>SS.6.W.3.11:</u></a>	<p>Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.</p>
<a href="#"><u>SS.6.W.3.12:</u></a>	<p>Explain the causes for the growth and longevity of the Roman Empire.</p> <p>Remarks/Examples</p> <p>Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.</p>

<a href="#"><u>SS.6.W.3.13:</u></a>	<p>Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</p> <p>Remarks/Examples</p> <p>Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.</p>
<a href="#"><u>SS.6.W.3.14:</u></a>	<p>Describe the key achievements and contributions of Roman civilization.</p> <p>Remarks/Examples</p> <p>Examples are art and architecture, engineering, law, literature, technology.</p>
<a href="#"><u>SS.6.W.3.15:</u></a>	<p>Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.</p> <p>Remarks/Examples</p> <p>Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.</p>
<a href="#"><u>SS.6.W.3.16:</u></a>	<p>Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.</p>
<a href="#"><u>SS.6.W.3.17:</u></a>	<p>Explain the spread and influence of the Latin language on Western Civilization.</p> <p>Remarks/Examples</p> <p>Examples are education, law, medicine, religion, science.</p>
<a href="#"><u>SS.6.W.3.18:</u></a>	<p>Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.</p>
<a href="#"><u>SS.6.W.3.2:</u></a>	<p>Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.</p>
<a href="#"><u>SS.6.W.3.3:</u></a>	<p>Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).</p>
<a href="#"><u>SS.6.W.3.4:</u></a>	<p>Explain the causes and effects of the Persian and Peloponnesian Wars.</p>

<p><b><u>SS.6.W.3.5:</u></b></p>	<p>Summarize the important achievements and contributions of ancient Greek civilization.</p> <p>Remarks/Examples</p> <p>Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.</p>
<p><b><u>SS.6.W.3.6:</u></b></p>	<p>Determine the impact of key figures from ancient Greece.</p> <p>Remarks/Examples</p> <p>Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.</p>
<p><b><u>SS.6.W.3.7:</u></b></p>	<p>Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.</p> <p>Remarks/Examples</p> <p>Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.</p>
<p><b><u>SS.6.W.3.8:</u></b></p>	<p>Determine the impact of significant figures associated with ancient Rome.</p> <p>Remarks/Examples</p> <p>Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.</p>
<p><b><u>SS.6.W.3.9:</u></b></p>	<p>Explain the impact of the Punic Wars on the development of the Roman Empire.</p>
<p><b><u>SS.6.W.4.1:</u></b></p>	<p>Discuss the significance of Aryan and other tribal migrations on Indian civilization.</p>
<p><b><u>SS.6.W.4.10:</u></b></p>	<p>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.</p>
<p><b><u>SS.6.W.4.11:</u></b></p>	<p>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.</p>

<a href="#"><u>SS.6.W.4.12:</u></a>	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
<a href="#"><u>SS.6.W.4.2:</u></a>	<p>Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.</p> <p>Remarks/Examples</p> <p>Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.</p>
<a href="#"><u>SS.6.W.4.3:</u></a>	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
<a href="#"><u>SS.6.W.4.4:</u></a>	<p>Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</p> <p>Remarks/Examples</p> <p>Examples are The Four Noble Truths, Three Qualities, Eightfold Path.</p>
<a href="#"><u>SS.6.W.4.5:</u></a>	<p>Summarize the important achievements and contributions of ancient Indian civilization.</p> <p>Remarks/Examples</p> <p>Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.</p>
<a href="#"><u>SS.6.W.4.6:</u></a>	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
<a href="#"><u>SS.6.W.4.7:</u></a>	<p>Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.</p> <p>Remarks/Examples</p> <p>Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.</p>
<a href="#"><u>SS.6.W.4.8:</u></a>	<p>Describe the contributions of classical and post classical China.</p> <p>Remarks/Examples</p> <p>Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.</p>

**SS.6.W.4.9:**

Identify key figures from classical and post classical China.  
Remarks/Examples

Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.



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# Course: M/J Civics and Digital Technologies-2106029

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## BASIC INFORMATION

<b>Course Title:</b>	M/J Civics and Digital Technologies
<b>Course Number:</b>	2106029
<b>Course Abbreviated Title:</b>	M/J CIV & DIG TECH
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Political Sciences</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>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.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p><b>Digital Technologies</b> – 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):</p>

## **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, clipart, 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.



	<ol style="list-style-type: none"> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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## STANDARDS (63)

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **Aligned Clusters:**

MACC.6.SP.1 - Summarize and describe distributions.

<a href="#"><u>HE.7.P.8.2:</u></a>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples</p> <hr/> <p>Bullying prevention, Internet safety, and nutritional choices.</p>
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a

	text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>SS.7.C.3.2:</u></a>	Compare parliamentary, federal, confederal, and unitary systems of government.
<a href="#"><u>SS.7.C.3.3:</u></a>	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
<a href="#"><u>SS.7.C.3.4:</u></a>	Identify the relationship and division of powers between the federal government and state governments.
<a href="#"><u>SS.7.C.3.5:</u></a>	Explain the Constitutional amendment process.
<a href="#"><u>SS.7.C.3.6:</u></a>	Evaluate Constitutional rights and their impact on individuals and

	society.
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for

	citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.7.C.2.1:</u></a>	Define the term "citizen," and identify legal means of becoming a United States citizen.
<a href="#"><u>SS.7.C.2.10:</u></a>	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
<a href="#"><u>SS.7.C.2.11:</u></a>	Analyze media and political communications (bias, symbolism, propaganda).
<a href="#"><u>SS.7.C.3.14:</u></a>	Differentiate between local, state, and federal governments' obligations and services.
<a href="#"><u>LACC.7.SL.1.1:</u></a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>
<a href="#"><u>LACC.7.SL.1.2:</u></a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#"><u>LACC.7.SL.1.3:</u></a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the

	evidence.
<a href="#"><u>LACC.7.SL.2.4:</u></a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>SS.7.C.1.1:</u></a>	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
<a href="#"><u>SS.7.C.1.2:</u></a>	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
<a href="#"><u>SS.7.C.1.3:</u></a>	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
<a href="#"><u>SS.7.C.1.4:</u></a>	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
<a href="#"><u>SS.7.C.1.5:</u></a>	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
<a href="#"><u>SS.7.C.1.6:</u></a>	Interpret the intentions of the Preamble of the Constitution.
<a href="#"><u>SS.7.C.1.7:</u></a>	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
<a href="#"><u>SS.7.C.1.8:</u></a>	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>SS.7.C.1.9:</u></a>	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
<a href="#"><u>SS.7.C.2.12:</u></a>	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
<a href="#"><u>SS.7.C.2.13:</u></a>	Examine multiple perspectives on public and current issues.
<a href="#"><u>SS.7.C.2.14:</u></a>	Conduct a service project to further the public good. Remarks/Examples The project can be at the school, community, state, national, or international level.

<a href="#"><u>SS.7.C.2.2:</u></a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#"><u>SS.7.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.7.C.2.4:</u></a>	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
<a href="#"><u>SS.7.C.2.5:</u></a>	Distinguish how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.7.C.2.6:</u></a>	Simulate the trial process and the role of juries in the administration of justice.
<a href="#"><u>SS.7.C.2.7:</u></a>	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
<a href="#"><u>SS.7.C.2.8:</u></a>	Identify America's current political parties, and illustrate their ideas about government.
<a href="#"><u>SS.7.C.2.9:</u></a>	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
<a href="#"><u>SS.7.C.3.1:</u></a>	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
<a href="#"><u>SS.7.C.3.10:</u></a>	Identify sources and types (civil, criminal, constitutional, military) of law.
<a href="#"><u>SS.7.C.3.11:</u></a>	Diagram the levels, functions, and powers of courts at the state and federal levels.
<a href="#"><u>SS.7.C.3.12:</u></a>	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
<a href="#"><u>SS.7.C.3.13:</u></a>	Compare the constitutions of the United States and Florida.

<a href="#"><u>SS.7.C.3.7:</u></a>	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
<a href="#"><u>SS.7.C.3.8:</u></a>	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
<a href="#"><u>SS.7.C.3.9:</u></a>	Illustrate the law making process at the local, state, and federal levels.
<a href="#"><u>SS.7.C.4.1:</u></a>	Differentiate concepts related to United States domestic and foreign policy.
<a href="#"><u>SS.7.C.4.2:</u></a>	Recognize government and citizen participation in international organizations. Remarks/Examples
	Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.
<a href="#"><u>SS.7.C.4.3:</u></a>	Describe examples of how the United States has dealt with international conflicts.



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# Course: M/J Civics, Advanced & Career Planning- 2106026

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4579.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Civics, Advanced & Career Planning
<b>Course Number:</b>	2106026
<b>Course Abbreviated Title:</b>	M/J CIVICS ADV&CAR P
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Political Sciences</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>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.</p> <p><b>Honors/Advanced</b> courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills</p>



through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

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

**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; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

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
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### **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).

## **STANDARDS (90)**

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

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- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

**Aligned Clusters:**

MACC.6.SP.1 - Summarize and describe distributions.

<p><a href="#"><u>HE.7.P.8.2:</u></a></p>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples</p> <p>Bullying prevention, Internet safety, and nutritional choices.</p>
<p><a href="#"><u>LACC.68.RH.1.1:</u></a></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>
<p><a href="#"><u>LACC.68.RH.1.2:</u></a></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<p><a href="#"><u>LACC.68.RH.1.3:</u></a></p>	<p>Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>
<p><a href="#"><u>LACC.68.RH.2.4:</u></a></p>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
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<p><a href="#"><u>LACC.68.RH.3.7:</u></a></p>	<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<p><a href="#"><u>LACC.68.RH.3.8:</u></a></p>	<p>Distinguish among fact, opinion, and reasoned judgment in a text.</p>
<p><a href="#"><u>LACC.68.RH.3.9:</u></a></p>	<p>Analyze the relationship between a primary and secondary source on the same topic.</p>
<p><a href="#"><u>LACC.68.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>

	<ul style="list-style-type: none"> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<a href="#"><u>SS.7.C.3.2:</u></a>	Compare parliamentary, federal, confederal, and unitary systems of government.
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<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from</li> </ul>

	and supports the information or explanation presented.
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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	<p>one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>
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<p><a href="#"><u>LACC.7.SL.1.3:</u></a></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
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<p><a href="#"><u>SS.7.C.1.1:</u></a></p>	<p>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</p>
<p><a href="#"><u>SS.7.C.1.2:</u></a></p>	<p>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.</p>
<p><a href="#"><u>SS.7.C.1.3:</u></a></p>	<p>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p>
<p><a href="#"><u>SS.7.C.1.4:</u></a></p>	<p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p>

<a href="#"><u>SS.7.C.1.5:</u></a>	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
<a href="#"><u>SS.7.C.1.6:</u></a>	Interpret the intentions of the Preamble of the Constitution.
<a href="#"><u>SS.7.C.1.7:</u></a>	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
<a href="#"><u>SS.7.C.1.8:</u></a>	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>SS.7.C.1.9:</u></a>	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
<a href="#"><u>SS.7.C.2.12:</u></a>	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
<a href="#"><u>SS.7.C.2.13:</u></a>	Examine multiple perspectives on public and current issues.
<a href="#"><u>SS.7.C.2.14:</u></a>	Conduct a service project to further the public good. Remarks/Examples
	The project can be at the school, community, state, national, or international level.
<a href="#"><u>SS.7.C.2.2:</u></a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#"><u>SS.7.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples
	Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.7.C.2.4:</u></a>	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
<a href="#"><u>SS.7.C.2.5:</u></a>	Distinguish how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.7.C.2.6:</u></a>	Simulate the trial process and the role of juries in the administration of justice.

<a href="#"><u>SS.7.C.2.7:</u></a>	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
<a href="#"><u>SS.7.C.2.8:</u></a>	Identify America's current political parties, and illustrate their ideas about government.
<a href="#"><u>SS.7.C.2.9:</u></a>	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
<a href="#"><u>SS.7.C.3.1:</u></a>	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
<a href="#"><u>SS.7.C.3.10:</u></a>	Identify sources and types (civil, criminal, constitutional, military) of law.
<a href="#"><u>SS.7.C.3.11:</u></a>	Diagram the levels, functions, and powers of courts at the state and federal levels.
<a href="#"><u>SS.7.C.3.12:</u></a>	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
<a href="#"><u>SS.7.C.3.13:</u></a>	Compare the constitutions of the United States and Florida.
<a href="#"><u>SS.7.C.3.7:</u></a>	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
<a href="#"><u>SS.7.C.3.8:</u></a>	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
<a href="#"><u>SS.7.C.3.9:</u></a>	Illustrate the law making process at the local, state, and federal levels.
<a href="#"><u>SS.7.C.4.1:</u></a>	Differentiate concepts related to United States domestic and foreign policy.
<a href="#"><u>SS.7.C.4.2:</u></a>	Recognize government and citizen participation in international organizations. Remarks/Examples Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.



<a href="#"><u>SS.7.C.4.3:</u></a>	Describe examples of how the United States has dealt with international conflicts.
<a href="#"><u>SS.7.E.1.1:</u></a>	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
<a href="#"><u>SS.7.E.1.2:</u></a>	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.
<a href="#"><u>SS.7.E.1.3:</u></a>	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.
<a href="#"><u>SS.7.E.1.4:</u></a>	Discuss the function of financial institutions in the development of a market economy.
<a href="#"><u>SS.7.E.1.5:</u></a>	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
<a href="#"><u>SS.7.E.1.6:</u></a>	Compare the national budget process to the personal budget process. Remarks/Examples
	Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.
<a href="#"><u>SS.7.E.2.1:</u></a>	Explain how federal, state, and local taxes support the economy as a function of the United States government.
<a href="#"><u>SS.7.E.2.2:</u></a>	Describe the banking system in the United States and its impact on the money supply. Remarks/Examples
	Examples are the Federal Reserve System and privately owned banks.
<a href="#"><u>SS.7.E.2.3:</u></a>	Identify and describe United States laws and regulations adopted to promote economic competition.
<a href="#"><u>SS.7.E.2.4:</u></a>	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
<a href="#"><u>SS.7.E.2.5:</u></a>	Explain how economic institutions impact the national economy. Remarks/Examples

	Examples are the stock market, banks, credit unions.
<a href="#"><u>SS.7.E.3.1:</u></a>	Explain how international trade requires a system for exchanging currency between and among nations.
<a href="#"><u>SS.7.E.3.2:</u></a>	Assess how the changing value of currency affects trade of goods and services between nations.
<a href="#"><u>SS.7.E.3.3:</u></a>	Compare and contrast a single resource economy with a diversified economy.
<a href="#"><u>SS.7.E.3.4:</u></a>	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.
<a href="#"><u>SS.7.G.1.1:</u></a>	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
<a href="#"><u>SS.7.G.1.2:</u></a>	Locate on a world map the territories and protectorates of the United States of America. Remarks/Examples
	Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.
<a href="#"><u>SS.7.G.1.3:</u></a>	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
<a href="#"><u>SS.7.G.2.1:</u></a>	Locate major cultural landmarks that are emblematic of the United States. Remarks/Examples
	Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.
<a href="#"><u>SS.7.G.2.2:</u></a>	Locate major physical landmarks that are emblematic of the United States. Remarks/Examples
	Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.
<a href="#"><u>SS.7.G.2.3:</u></a>	Explain how major physical characteristics, natural resources,

	climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
<b><u>SS.7.G.2.4:</u></b>	Describe current major cultural regions of North America. Remarks/Examples Examples are the South, Rust-belt, Silicon Valley.
<b><u>SS.7.G.3.1:</u></b>	Use maps to describe the location, abundance, and variety of natural resources in North America.
<b><u>SS.7.G.4.1:</u></b>	Use geographic terms and tools to explain cultural diffusion throughout North America.
<b><u>SS.7.G.4.2:</u></b>	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
<b><u>SS.7.G.5.1:</u></b>	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community. Remarks/Examples Examples are tri-county mangrove decimation, beach erosion.
<b><u>SS.7.G.6.1:</u></b>	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States. Remarks/Examples Examples are population density, changes in census data, and district reapportionment over time.





# Course: M/J Civics, Advanced- 2106025

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4567.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Civics, Advanced
<b>Course Number:</b>	2106025
<b>Course Abbreviated Title:</b>	M/J CIVICS ADV
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Political Sciences</a>
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>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.</p> <p><b>Honors/Advanced</b> courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project,</p>

mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

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

**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).

## STANDARDS (63)

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **Aligned Clusters:**

MACC.6.SP.1 - Summarize and describe distributions.

<a href="#"><u>HE.7.P.8.2:</u></a>	Articulate a position on a health-related issue and support it with accurate health information. Remarks/Examples Bullying prevention, Internet safety, and nutritional choices.
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>SS.7.C.2.12:</u></a>	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
<a href="#"><u>SS.7.C.2.13:</u></a>	Examine multiple perspectives on public and current issues.
<a href="#"><u>SS.7.C.2.14:</u></a>	<p>Conduct a service project to further the public good.</p> <p>Remarks/Examples</p> <p>The project can be at the school, community, state, national, or international level.</p>
<a href="#"><u>SS.7.C.2.2:</u></a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> </ol>



	<ul style="list-style-type: none"> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<p><a href="#"><u>LACC.68.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#"><u>LACC.68.WHST.2.5:</u></a></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
<p><a href="#"><u>LACC.68.WHST.2.6:</u></a></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><a href="#"><u>LACC.68.WHST.3.7:</u></a></p>	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
<p><a href="#"><u>LACC.68.WHST.3.8:</u></a></p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p><a href="#"><u>LACC.68.WHST.3.9:</u></a></p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><a href="#"><u>LACC.68.WHST.4.10:</u></a></p>	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><a href="#"><u>SS.7.C.2.1:</u></a></p>	<p>Define the term "citizen," and identify legal means of becoming a United States citizen.</p>

<a href="#"><u>SS.7.C.2.10:</u></a>	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
<a href="#"><u>SS.7.C.2.11:</u></a>	Analyze media and political communications (bias, symbolism, propaganda).
<a href="#"><u>SS.7.C.3.6:</u></a>	Evaluate Constitutional rights and their impact on individuals and society.
<a href="#"><u>LACC.7.SL.1.1:</u></a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>
<a href="#"><u>LACC.7.SL.1.2:</u></a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#"><u>LACC.7.SL.1.3:</u></a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#"><u>LACC.7.SL.2.4:</u></a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>SS.7.C.1.1:</u></a>	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

<a href="#"><u>SS.7.C.1.2:</u></a>	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
<a href="#"><u>SS.7.C.1.3:</u></a>	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
<a href="#"><u>SS.7.C.1.4:</u></a>	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
<a href="#"><u>SS.7.C.1.5:</u></a>	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
<a href="#"><u>SS.7.C.1.6:</u></a>	Interpret the intentions of the Preamble of the Constitution.
<a href="#"><u>SS.7.C.1.7:</u></a>	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
<a href="#"><u>SS.7.C.1.8:</u></a>	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>SS.7.C.1.9:</u></a>	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
<a href="#"><u>SS.7.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.7.C.2.4:</u></a>	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
<a href="#"><u>SS.7.C.2.5:</u></a>	Distinguish how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.7.C.2.6:</u></a>	Simulate the trial process and the role of juries in the administration of justice.
<a href="#"><u>SS.7.C.2.7:</u></a>	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
<a href="#"><u>SS.7.C.2.8:</u></a>	Identify America's current political parties, and illustrate their ideas about government.

<a href="#"><u>SS.7.C.2.9:</u></a>	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
<a href="#"><u>SS.7.C.3.1:</u></a>	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
<a href="#"><u>SS.7.C.3.10:</u></a>	Identify sources and types (civil, criminal, constitutional, military) of law.
<a href="#"><u>SS.7.C.3.11:</u></a>	Diagram the levels, functions, and powers of courts at the state and federal levels.
<a href="#"><u>SS.7.C.3.12:</u></a>	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
<a href="#"><u>SS.7.C.3.13:</u></a>	Compare the constitutions of the United States and Florida.
<a href="#"><u>SS.7.C.3.14:</u></a>	Differentiate between local, state, and federal governments' obligations and services.
<a href="#"><u>SS.7.C.3.2:</u></a>	Compare parliamentary, federal, confederal, and unitary systems of government.
<a href="#"><u>SS.7.C.3.3:</u></a>	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
<a href="#"><u>SS.7.C.3.4:</u></a>	Identify the relationship and division of powers between the federal government and state governments.
<a href="#"><u>SS.7.C.3.5:</u></a>	Explain the Constitutional amendment process.
<a href="#"><u>SS.7.C.3.7:</u></a>	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
<a href="#"><u>SS.7.C.3.8:</u></a>	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
<a href="#"><u>SS.7.C.3.9:</u></a>	Illustrate the law making process at the local, state, and federal levels.
<a href="#"><u>SS.7.C.4.1:</u></a>	Differentiate concepts related to United States domestic and foreign policy.

<p><b><u>SS.7.C.4.2:</u></b></p>	<p>Recognize government and citizen participation in international organizations.</p> <p>Remarks/Examples</p> <hr/> <p>Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</p> <hr/>
<p><b><u>SS.7.C.4.3:</u></b></p>	<p>Describe examples of how the United States has dealt with international conflicts.</p>



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# Course: M/J Civics, Advanced- 2106020

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## BASIC INFORMATION

<b>Course Title:</b>	M/J Civics, Advanced
<b>Course Number:</b>	2106020
<b>Course Abbreviated Title:</b>	M/J CIVICS ADV
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Political Sciences</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>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. 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.</p> <p><b>Honors/Advanced</b> courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary</p>

readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

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

**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.

	<ol style="list-style-type: none"> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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## STANDARDS (90)

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **Aligned Clusters:**

MACC.6.SP.1 - Summarize and describe distributions.

<a href="#"><u>HE.7.P.8.2:</u></a>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples</p> <p>Bullying prevention, Internet safety, and nutritional choices.</p>
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).



<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>SS.7.C.2.1:</u></a>	Define the term "citizen," and identify legal means of becoming a United States citizen.
<a href="#"><u>SS.7.C.2.10:</u></a>	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
<a href="#"><u>SS.7.C.2.11:</u></a>	Analyze media and political communications (bias, symbolism, propaganda).
<a href="#"><u>SS.7.C.2.12:</u></a>	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow;</li> </ol>

	<p>organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<p><a href="#"><u>LACC.68.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#"><u>LACC.68.WHST.2.5:</u></a></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
<p><a href="#"><u>LACC.68.WHST.2.6:</u></a></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><a href="#"><u>LACC.68.WHST.3.7:</u></a></p>	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
<p><a href="#"><u>LACC.68.WHST.3.8:</u></a></p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p><a href="#"><u>LACC.68.WHST.3.9:</u></a></p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><a href="#"><u>LACC.68.WHST.4.10:</u></a></p>	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for</p>

	a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.7.C.2.13:</u></a>	Examine multiple perspectives on public and current issues.
<a href="#"><u>SS.7.C.2.14:</u></a>	<p>Conduct a service project to further the public good.</p> <p>Remarks/Examples</p> <p>The project can be at the school, community, state, national, or international level.</p>
<a href="#"><u>SS.7.C.2.2:</u></a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#"><u>SS.7.C.3.6:</u></a>	Evaluate Constitutional rights and their impact on individuals and society.
<a href="#"><u>LACC.7.SL.1.1:</u></a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>
<a href="#"><u>LACC.7.SL.1.2:</u></a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#"><u>LACC.7.SL.1.3:</u></a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#"><u>LACC.7.SL.2.4:</u></a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and

	examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>SS.7.C.1.1:</u></a>	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
<a href="#"><u>SS.7.C.1.2:</u></a>	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
<a href="#"><u>SS.7.C.1.3:</u></a>	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
<a href="#"><u>SS.7.C.1.4:</u></a>	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
<a href="#"><u>SS.7.C.1.5:</u></a>	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
<a href="#"><u>SS.7.C.1.6:</u></a>	Interpret the intentions of the Preamble of the Constitution.
<a href="#"><u>SS.7.C.1.7:</u></a>	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
<a href="#"><u>SS.7.C.1.8:</u></a>	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>SS.7.C.1.9:</u></a>	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
<a href="#"><u>SS.7.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.7.C.2.4:</u></a>	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
<a href="#"><u>SS.7.C.2.5:</u></a>	Distinguish how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.7.C.2.6:</u></a>	Simulate the trial process and the role of juries in the administration

	of justice.
<a href="#"><u>SS.7.C.2.7:</u></a>	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
<a href="#"><u>SS.7.C.2.8:</u></a>	Identify America's current political parties, and illustrate their ideas about government.
<a href="#"><u>SS.7.C.2.9:</u></a>	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
<a href="#"><u>SS.7.C.3.1:</u></a>	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
<a href="#"><u>SS.7.C.3.10:</u></a>	Identify sources and types (civil, criminal, constitutional, military) of law.
<a href="#"><u>SS.7.C.3.11:</u></a>	Diagram the levels, functions, and powers of courts at the state and federal levels.
<a href="#"><u>SS.7.C.3.12:</u></a>	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
<a href="#"><u>SS.7.C.3.13:</u></a>	Compare the constitutions of the United States and Florida.
<a href="#"><u>SS.7.C.3.14:</u></a>	Differentiate between local, state, and federal governments' obligations and services.
<a href="#"><u>SS.7.C.3.2:</u></a>	Compare parliamentary, federal, confederal, and unitary systems of government.
<a href="#"><u>SS.7.C.3.3:</u></a>	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
<a href="#"><u>SS.7.C.3.4:</u></a>	Identify the relationship and division of powers between the federal government and state governments.
<a href="#"><u>SS.7.C.3.5:</u></a>	Explain the Constitutional amendment process.
<a href="#"><u>SS.7.C.3.7:</u></a>	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

<a href="#"><u>SS.7.C.3.8:</u></a>	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
<a href="#"><u>SS.7.C.3.9:</u></a>	Illustrate the law making process at the local, state, and federal levels.
<a href="#"><u>SS.7.C.4.1:</u></a>	Differentiate concepts related to United States domestic and foreign policy.
<a href="#"><u>SS.7.C.4.2:</u></a>	Recognize government and citizen participation in international organizations. Remarks/Examples Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.
<a href="#"><u>SS.7.C.4.3:</u></a>	Describe examples of how the United States has dealt with international conflicts.
<a href="#"><u>SS.7.E.1.1:</u></a>	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
<a href="#"><u>SS.7.E.1.2:</u></a>	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.
<a href="#"><u>SS.7.E.1.3:</u></a>	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.
<a href="#"><u>SS.7.E.1.4:</u></a>	Discuss the function of financial institutions in the development of a market economy.
<a href="#"><u>SS.7.E.1.5:</u></a>	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
<a href="#"><u>SS.7.E.1.6:</u></a>	Compare the national budget process to the personal budget process. Remarks/Examples Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.
<a href="#"><u>SS.7.E.2.1:</u></a>	Explain how federal, state, and local taxes support the economy as a function of the United States government.

<p><a href="#"><u>SS.7.E.2.2:</u></a></p>	<p>Describe the banking system in the United States and its impact on the money supply. Remarks/Examples</p> <p>Examples are the Federal Reserve System and privately owned banks.</p>
<p><a href="#"><u>SS.7.E.2.3:</u></a></p>	<p>Identify and describe United States laws and regulations adopted to promote economic competition.</p>
<p><a href="#"><u>SS.7.E.2.4:</u></a></p>	<p>Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</p>
<p><a href="#"><u>SS.7.E.2.5:</u></a></p>	<p>Explain how economic institutions impact the national economy. Remarks/Examples</p> <p>Examples are the stock market, banks, credit unions.</p>
<p><a href="#"><u>SS.7.E.3.1:</u></a></p>	<p>Explain how international trade requires a system for exchanging currency between and among nations.</p>
<p><a href="#"><u>SS.7.E.3.2:</u></a></p>	<p>Assess how the changing value of currency affects trade of goods and services between nations.</p>
<p><a href="#"><u>SS.7.E.3.3:</u></a></p>	<p>Compare and contrast a single resource economy with a diversified economy.</p>
<p><a href="#"><u>SS.7.E.3.4:</u></a></p>	<p>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.</p>
<p><a href="#"><u>SS.7.G.1.1:</u></a></p>	<p>Locate the fifty states and their capital cities in addition to the nation's capital on a map.</p>
<p><a href="#"><u>SS.7.G.1.2:</u></a></p>	<p>Locate on a world map the territories and protectorates of the United States of America. Remarks/Examples</p> <p>Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.</p>
<p><a href="#"><u>SS.7.G.1.3:</u></a></p>	<p>Interpret maps to identify geopolitical divisions and boundaries of places in North America.</p>
<p><a href="#"><u>SS.7.G.2.1:</u></a></p>	<p>Locate major cultural landmarks that are emblematic of the United States.</p>

	<p>Remarks/Examples</p> <p>Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.</p>
<a href="#"><u>SS.7.G.2.2:</u></a>	<p>Locate major physical landmarks that are emblematic of the United States.</p> <p>Remarks/Examples</p> <p>Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.</p>
<a href="#"><u>SS.7.G.2.3:</u></a>	<p>Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.</p>
<a href="#"><u>SS.7.G.2.4:</u></a>	<p>Describe current major cultural regions of North America.</p> <p>Remarks/Examples</p> <p>Examples are the South, Rust-belt, Silicon Valley.</p>
<a href="#"><u>SS.7.G.3.1:</u></a>	<p>Use maps to describe the location, abundance, and variety of natural resources in North America.</p>
<a href="#"><u>SS.7.G.4.1:</u></a>	<p>Use geographic terms and tools to explain cultural diffusion throughout North America.</p>
<a href="#"><u>SS.7.G.4.2:</u></a>	<p>Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.</p>
<a href="#"><u>SS.7.G.5.1:</u></a>	<p>Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.</p> <p>Remarks/Examples</p> <p>Examples are tri-county mangrove decimation, beach erosion.</p>
<a href="#"><u>SS.7.G.6.1:</u></a>	<p>Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.</p> <p>Remarks/Examples</p> <p>Examples are population density, changes in census data, and district reapportionment over time.</p>



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# Course: M/J Civics & Career Planning- 2106016

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## BASIC INFORMATION

<b>Course Title:</b>	M/J Civics & Career Planning
<b>Course Number:</b>	2106016
<b>Course Abbreviated Title:</b>	M/J CIVICS & CAR PL
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Political Sciences</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>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.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p><b>Career and Education Planning</b> - 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; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide</p>

information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

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**

	<p>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:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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## STANDARDS (90)

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

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- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **Aligned Clusters:**

MACC.6.SP.1 - Summarize and describe distributions.

<a href="#"><b>HE.7.P.8.2:</b></a>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples</p> <hr/> <p>Bullying prevention, Internet safety, and nutritional choices.</p> <hr/>
<a href="#"><b>LACC.68.RH.1.1:</b></a>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>

<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>SS.7.C.2.12:</u></a>	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

<a href="#"><u>SS.7.C.2.13:</u></a>	Examine multiple perspectives on public and current issues.
<a href="#"><u>SS.7.C.2.14:</u></a>	<p>Conduct a service project to further the public good.</p> <p>Remarks/Examples</p> <p>The project can be at the school, community, state, national, or international level.</p>
<a href="#"><u>SS.7.C.2.2:</u></a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
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<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis reflection, and research.
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	when warranted, modify their own views.
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<a href="#"><u>SS.7.C.1.4:</u></a>	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
<a href="#"><u>SS.7.C.1.5:</u></a>	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
<a href="#"><u>SS.7.C.1.6:</u></a>	Interpret the intentions of the Preamble of the Constitution.
<a href="#"><u>SS.7.C.1.7:</u></a>	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
<a href="#"><u>SS.7.C.1.8:</u></a>	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>SS.7.C.1.9:</u></a>	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
<a href="#"><u>SS.7.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels.



	<p>Remarks/Examples</p> <p>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#"><u>SS.7.C.2.4:</u></a>	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
<a href="#"><u>SS.7.C.2.5:</u></a>	Distinguish how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.7.C.2.6:</u></a>	Simulate the trial process and the role of juries in the administration of justice.
<a href="#"><u>SS.7.C.2.7:</u></a>	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
<a href="#"><u>SS.7.C.2.8:</u></a>	Identify America's current political parties, and illustrate their ideas about government.
<a href="#"><u>SS.7.C.2.9:</u></a>	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
<a href="#"><u>SS.7.C.3.1:</u></a>	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
<a href="#"><u>SS.7.C.3.10:</u></a>	Identify sources and types (civil, criminal, constitutional, military) of law.
<a href="#"><u>SS.7.C.3.11:</u></a>	Diagram the levels, functions, and powers of courts at the state and federal levels.
<a href="#"><u>SS.7.C.3.12:</u></a>	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
<a href="#"><u>SS.7.C.3.13:</u></a>	Compare the constitutions of the United States and Florida.
<a href="#"><u>SS.7.C.3.14:</u></a>	Differentiate between local, state, and federal governments' obligations and services.
<a href="#"><u>SS.7.C.3.2:</u></a>	Compare parliamentary, federal, confederal, and unitary systems of government.

<a href="#"><u>SS.7.C.3.3:</u></a>	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
<a href="#"><u>SS.7.C.3.4:</u></a>	Identify the relationship and division of powers between the federal government and state governments.
<a href="#"><u>SS.7.C.3.5:</u></a>	Explain the Constitutional amendment process.
<a href="#"><u>SS.7.C.3.7:</u></a>	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
<a href="#"><u>SS.7.C.3.8:</u></a>	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
<a href="#"><u>SS.7.C.3.9:</u></a>	Illustrate the law making process at the local, state, and federal levels.
<a href="#"><u>SS.7.C.4.1:</u></a>	Differentiate concepts related to United States domestic and foreign policy.
<a href="#"><u>SS.7.C.4.2:</u></a>	Recognize government and citizen participation in international organizations. Remarks/Examples Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.
<a href="#"><u>SS.7.C.4.3:</u></a>	Describe examples of how the United States has dealt with international conflicts.
<a href="#"><u>SS.7.E.1.1:</u></a>	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
<a href="#"><u>SS.7.E.1.2:</u></a>	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.
<a href="#"><u>SS.7.E.1.3:</u></a>	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.
<a href="#"><u>SS.7.E.1.4:</u></a>	Discuss the function of financial institutions in the development of a market economy.
<a href="#"><u>SS.7.F.1.5:</u></a>	Assess how profits, incentives, and competition motivate individuals,

	households, and businesses in a free market economy.
<a href="#"><u>SS.7.E.1.6:</u></a>	<p>Compare the national budget process to the personal budget process.</p> <p>Remarks/Examples</p> <p>Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.</p>
<a href="#"><u>SS.7.E.2.1:</u></a>	Explain how federal, state, and local taxes support the economy as a function of the United States government.
<a href="#"><u>SS.7.E.2.2:</u></a>	<p>Describe the banking system in the United States and its impact on the money supply.</p> <p>Remarks/Examples</p> <p>Examples are the Federal Reserve System and privately owned banks.</p>
<a href="#"><u>SS.7.E.2.3:</u></a>	Identify and describe United States laws and regulations adopted to promote economic competition.
<a href="#"><u>SS.7.E.2.4:</u></a>	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
<a href="#"><u>SS.7.E.2.5:</u></a>	<p>Explain how economic institutions impact the national economy.</p> <p>Remarks/Examples</p> <p>Examples are the stock market, banks, credit unions.</p>
<a href="#"><u>SS.7.E.3.1:</u></a>	Explain how international trade requires a system for exchanging currency between and among nations.
<a href="#"><u>SS.7.E.3.2:</u></a>	Assess how the changing value of currency affects trade of goods and services between nations.
<a href="#"><u>SS.7.E.3.3:</u></a>	Compare and contrast a single resource economy with a diversified economy.
<a href="#"><u>SS.7.E.3.4:</u></a>	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.
<a href="#"><u>SS.7.G.1.1:</u></a>	Locate the fifty states and their capital cities in addition to the nation's capital on a map.

<p><b><u>SS.7.G.1.2:</u></b></p>	<p>Locate on a world map the territories and protectorates of the United States of America.</p> <p>Remarks/Examples</p> <p>Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.</p>
<p><b><u>SS.7.G.1.3:</u></b></p>	<p>Interpret maps to identify geopolitical divisions and boundaries of places in North America.</p>
<p><b><u>SS.7.G.2.1:</u></b></p>	<p>Locate major cultural landmarks that are emblematic of the United States.</p> <p>Remarks/Examples</p> <p>Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.</p>
<p><b><u>SS.7.G.2.2:</u></b></p>	<p>Locate major physical landmarks that are emblematic of the United States.</p> <p>Remarks/Examples</p> <p>Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.</p>
<p><b><u>SS.7.G.2.3:</u></b></p>	<p>Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.</p>
<p><b><u>SS.7.G.2.4:</u></b></p>	<p>Describe current major cultural regions of North America.</p> <p>Remarks/Examples</p> <p>Examples are the South, Rust-belt, Silicon Valley.</p>
<p><b><u>SS.7.G.3.1:</u></b></p>	<p>Use maps to describe the location, abundance, and variety of natural resources in North America.</p>
<p><b><u>SS.7.G.4.1:</u></b></p>	<p>Use geographic terms and tools to explain cultural diffusion throughout North America.</p>
<p><b><u>SS.7.G.4.2:</u></b></p>	<p>Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.</p>
<p><b><u>SS.7.G.5.1:</u></b></p>	<p>Use a choropleth or other map to geographically represent current</p>

	<p>information about issues of conservation or ecology in the local community.</p> <p>Remarks/Examples</p> <p>Examples are tri-county mangrove decimation, beach erosion.</p>
<p><b><u>SS.7.G.6.1:</u></b></p>	<p>Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.</p> <p>Remarks/Examples</p> <p>Examples are population density, changes in census data, and district reapportionment over time.</p>



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# Course: M/J Civics- 2106015

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4518.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Civics
<b>Course Number:</b>	2106015
<b>Course Abbreviated Title:</b>	M/J CIVICS
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Political Sciences</a>
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>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.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p><b>Special Notes:</b> Additional content that may be included in the Grade 8 NAEP Civics assessment includes:</p> <ul style="list-style-type: none"><li>• Distinctive characteristics of American society</li><li>• Unity/diversity in American society</li><li>• Civil society: nongovernmental associations, groups</li></ul>

- 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).

## **STANDARDS (63)**

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **Aligned Clusters:**

MACC.6.SP.1 - Summarize and describe distributions.

<p><b><u>HE.7.P.8.2:</u></b></p>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples</p> <p>Bullying prevention, Internet safety, and nutritional choices.</p>
<p><b><u>LACC.68.RH.1.1:</u></b></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>
<p><b><u>LACC.68.RH.1.2:</u></b></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<p><b><u>LACC.68.RH.1.3:</u></b></p>	<p>Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>
<p><b><u>LACC.68.RH.2.4:</u></b></p>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p><b><u>LACC.68.RH.2.5:</u></b></p>	<p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>
<p><b><u>LACC.68.RH.2.6:</u></b></p>	<p>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>
<p><b><u>LACC.68.RH.3.7:</u></b></p>	<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<p><b><u>LACC.68.RH.3.8:</u></b></p>	<p>Distinguish among fact, opinion, and reasoned judgment in a text.</p>
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	<ul style="list-style-type: none"> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
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	<p>reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
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<a href="#"><u>SS.7.C.1.3:</u></a>	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
<a href="#"><u>SS.7.C.1.4:</u></a>	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
<a href="#"><u>SS.7.C.1.5:</u></a>	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
<a href="#"><u>SS.7.C.1.6:</u></a>	Interpret the intentions of the Preamble of the Constitution.
<a href="#"><u>SS.7.C.1.7:</u></a>	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
<a href="#"><u>SS.7.C.1.8:</u></a>	Explain the viewpoints of the Federalists and the Anti-Federalists

	regarding the ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>SS.7.C.1.9:</u></a>	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
<a href="#"><u>SS.7.C.2.12:</u></a>	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
<a href="#"><u>SS.7.C.2.13:</u></a>	Examine multiple perspectives on public and current issues.
<a href="#"><u>SS.7.C.2.14:</u></a>	Conduct a service project to further the public good. Remarks/Examples The project can be at the school, community, state, national, or international level.
<a href="#"><u>SS.7.C.2.2:</u></a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#"><u>SS.7.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.7.C.2.4:</u></a>	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
<a href="#"><u>SS.7.C.2.5:</u></a>	Distinguish how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.7.C.2.6:</u></a>	Simulate the trial process and the role of juries in the administration of justice.
<a href="#"><u>SS.7.C.2.7:</u></a>	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
<a href="#"><u>SS.7.C.2.8:</u></a>	Identify America's current political parties, and illustrate their ideas about government.
<a href="#"><u>SS.7.C.2.9:</u></a>	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and

	political ads.
<a href="#"><u>SS.7.C.3.1:</u></a>	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
<a href="#"><u>SS.7.C.3.10:</u></a>	Identify sources and types (civil, criminal, constitutional, military) of law.
<a href="#"><u>SS.7.C.3.11:</u></a>	Diagram the levels, functions, and powers of courts at the state and federal levels.
<a href="#"><u>SS.7.C.3.12:</u></a>	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
<a href="#"><u>SS.7.C.3.13:</u></a>	Compare the constitutions of the United States and Florida.
<a href="#"><u>SS.7.C.3.7:</u></a>	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
<a href="#"><u>SS.7.C.3.8:</u></a>	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
<a href="#"><u>SS.7.C.3.9:</u></a>	Illustrate the law making process at the local, state, and federal levels.
<a href="#"><u>SS.7.C.4.1:</u></a>	Differentiate concepts related to United States domestic and foreign policy.
<a href="#"><u>SS.7.C.4.2:</u></a>	Recognize government and citizen participation in international organizations. Remarks/Examples Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.
<a href="#"><u>SS.7.C.4.3:</u></a>	Describe examples of how the United States has dealt with international conflicts.



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# Course: M/J Civics- 2106015

Direct link to this page: <http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4518.aspx>

## BASIC INFORMATION

Course Title:	M/J Civics
Course Number:	2106015
Course Abbreviated Title:	M/J CIVICS
Course Path:	Section: <a href="#">Grades PreK to 12 Education Courses</a> Grade Group: <a href="#">Grades 6 to 8 Education Courses</a> Subject: <a href="#">Social Studies</a> SubSubject: <a href="#">Political Sciences</a>
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>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.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p><b>Special Notes:</b> Additional content that may be included in the Grade 8 NAEP Civics assessment includes:</p> <ul style="list-style-type: none"> <li>• Distinctive characteristics of American society</li> <li>• Unity/diversity in American society</li> <li>• Civil society: nongovernmental associations, groups</li> <li>• Nation-states</li> <li>• Interaction among nation-states</li> <li>• Major governmental, nongovernmental international organizations</li> </ul> <p>The NAEP frameworks for Civics may be accessed at <a href="http://www.nagb.org/publications/frameworks/civicsframework.pdf">http://www.nagb.org/publications/frameworks/civicsframework.pdf</a></p> <p><b>Instructional Practices</b> 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:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>

## STANDARDS (63)

### Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### Aligned Clusters:

MACC.6.SP.1 - Summarize and describe distributions.

<a href="#">HE.7.P.8.2:</a>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples</p> <p>Bullying prevention, Internet safety, and nutritional choices.</p>
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<a href="#">LACC.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#">LACC.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#">LACC.68.RH.1.3:</a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#">LACC.68.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#">LACC.68.RH.2.5:</a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#">LACC.68.RH.2.6:</a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LACC.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LACC.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LACC.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#">LACC.68.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#">SS.7.C.3.2:</a>	Compare parliamentary, federal, confederal, and unitary systems of government.
<a href="#">SS.7.C.3.3:</a>	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
<a href="#">SS.7.C.3.4:</a>	Identify the relationship and division of powers between the federal government and state governments.
<a href="#">SS.7.C.3.5:</a>	Explain the Constitutional amendment process.
<a href="#">SS.7.C.3.6:</a>	Evaluate Constitutional rights and their impact on individuals and society.
<a href="#">LACC.68.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style and objective tone.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<a href="#">LACC.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LACC.68.WHST.2.5:</a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#">LACC.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#">LACC.68.WHST.3.7:</a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#">LACC.68.WHST.3.8:</a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#">LACC.68.WHST.3.9:</a>	Draw evidence from informational texts to support analysis reflection, and research.
<a href="#">LACC.68.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



<a href="#">SS.7.C.2.1:</a>	Define the term "citizen," and identify legal means of becoming a United States citizen.
<a href="#">SS.7.C.2.10:</a>	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
<a href="#">SS.7.C.2.11:</a>	Analyze media and political communications (bias, symbolism, propaganda).
<a href="#">SS.7.C.3.14:</a>	Differentiate between local, state, and federal governments' obligations and services.
<a href="#">LACC.7.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
<a href="#">LACC.7.SL.1.2:</a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#">LACC.7.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">LACC.7.SL.2.4:</a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">SS.7.C.1.1:</a>	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
<a href="#">SS.7.C.1.2:</a>	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
<a href="#">SS.7.C.1.3:</a>	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
<a href="#">SS.7.C.1.4:</a>	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
<a href="#">SS.7.C.1.5:</a>	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
<a href="#">SS.7.C.1.6:</a>	Interpret the intentions of the Preamble of the Constitution.
<a href="#">SS.7.C.1.7:</a>	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
<a href="#">SS.7.C.1.8:</a>	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.7.C.1.9:</a>	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
<a href="#">SS.7.C.2.12:</a>	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
<a href="#">SS.7.C.2.13:</a>	Examine multiple perspectives on public and current issues.
<a href="#">SS.7.C.2.14:</a>	Conduct a service project to further the public good. Remarks/Examples The project can be at the school, community, state, national, or international level.
<a href="#">SS.7.C.2.2:</a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#">SS.7.C.2.3:</a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#">SS.7.C.2.4:</a>	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
<a href="#">SS.7.C.2.5:</a>	Distinguish how the Constitution safeguards and limits individual rights.
<a href="#">SS.7.C.2.6:</a>	Simulate the trial process and the role of juries in the administration of justice.
<a href="#">SS.7.C.2.7:</a>	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
<a href="#">SS.7.C.2.8:</a>	Identify America's current political parties, and illustrate their ideas about government.
<a href="#">SS.7.C.2.9:</a>	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

<a href="#">SS.7.C.3.1:</a>	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
<a href="#">SS.7.C.3.10:</a>	Identify sources and types (civil, criminal, constitutional, military) of law.
<a href="#">SS.7.C.3.11:</a>	Diagram the levels, functions, and powers of courts at the state and federal levels.
<a href="#">SS.7.C.3.12:</a>	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
<a href="#">SS.7.C.3.13:</a>	Compare the constitutions of the United States and Florida.
<a href="#">SS.7.C.3.7:</a>	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
<a href="#">SS.7.C.3.8:</a>	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
<a href="#">SS.7.C.3.9:</a>	Illustrate the law making process at the local, state, and federal levels.
<a href="#">SS.7.C.4.1:</a>	Differentiate concepts related to United States domestic and foreign policy.
<a href="#">SS.7.C.4.2:</a>	Recognize government and citizen participation in international organizations. Remarks/Examples Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.
<a href="#">SS.7.C.4.3:</a>	Describe examples of how the United States has dealt with international conflicts.



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# Course: M/J Civics- 2106010

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## BASIC INFORMATION

<b>Course Title:</b>	M/J Civics
<b>Course Number:</b>	2106010
<b>Course Abbreviated Title:</b>	M/J CIVICS
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Political Sciences</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>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.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p><b>Special Notes:</b> Additional content that may be included in the Grade 8 NAEP Civics assessment includes:</p> <ul style="list-style-type: none"><li>• Distinctive characteristics of American society</li><li>• Unity/diversity in American society</li></ul>

- 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).

## **STANDARDS (90)**

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **Aligned Clusters:**

MACC.6.SP.1 - Summarize and describe distributions.

<p><b><u>HE.7.P.8.2:</u></b></p>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples</p> <p>Bullying prevention, Internet safety, and nutritional choices.</p>
<p><b><u>LACC.68.RH.1.1:</u></b></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>
<p><b><u>LACC.68.RH.1.2:</u></b></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<p><b><u>LACC.68.RH.1.3:</u></b></p>	<p>Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>
<p><b><u>LACC.68.RH.2.4:</u></b></p>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p><b><u>LACC.68.RH.2.5:</u></b></p>	<p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>
<p><b><u>LACC.68.RH.2.6:</u></b></p>	<p>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>
<p><b><u>LACC.68.RH.3.7:</u></b></p>	<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<p><b><u>LACC.68.RH.3.8:</u></b></p>	<p>Distinguish among fact, opinion, and reasoned judgment in a text.</p>
<p><b><u>LACC.68.RH.3.9:</u></b></p>	<p>Analyze the relationship between a primary and secondary source on the same topic.</p>
<p><b><u>LACC.68.WHST.1.1:</u></b></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> </ol>

	<ul style="list-style-type: none"> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<a href="#"><u>SS.7.C.2.12:</u></a>	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
<a href="#"><u>SS.7.C.2.13:</u></a>	Examine multiple perspectives on public and current issues.
<a href="#"><u>SS.7.C.2.14:</u></a>	<p>Conduct a service project to further the public good.</p> <p>Remarks/Examples</p> <hr/> <p>The project can be at the school, community, state, national, or international level.</p> <hr/>
<a href="#"><u>SS.7.C.2.2:</u></a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

	audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.7.C.2.1:</u></a>	Define the term "citizen," and identify legal means of becoming a United States citizen.
<a href="#"><u>SS.7.C.2.10:</u></a>	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
<a href="#"><u>SS.7.C.2.11:</u></a>	Analyze media and political communications (bias, symbolism, propaganda).
<a href="#"><u>SS.7.C.3.6:</u></a>	Evaluate Constitutional rights and their impact on individuals and society.
<a href="#"><u>LACC.7.SL.1.1:</u></a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by</li> </ul>

	<p>referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<a href="#"><u>LACC.7.SL.1.2:</u></a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#"><u>LACC.7.SL.1.3:</u></a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#"><u>LACC.7.SL.2.4:</u></a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>SS.7.C.1.1:</u></a>	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
<a href="#"><u>SS.7.C.1.2:</u></a>	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
<a href="#"><u>SS.7.C.1.3:</u></a>	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
<a href="#"><u>SS.7.C.1.4:</u></a>	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
<a href="#"><u>SS.7.C.1.5:</u></a>	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
<a href="#"><u>SS.7.C.1.6:</u></a>	Interpret the intentions of the Preamble of the Constitution.
<a href="#"><u>SS.7.C.1.7:</u></a>	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.



<a href="#"><u>SS.7.C.1.8:</u></a>	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>SS.7.C.1.9:</u></a>	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
<a href="#"><u>SS.7.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.7.C.2.4:</u></a>	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
<a href="#"><u>SS.7.C.2.5:</u></a>	Distinguish how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.7.C.2.6:</u></a>	Simulate the trial process and the role of juries in the administration of justice.
<a href="#"><u>SS.7.C.2.7:</u></a>	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
<a href="#"><u>SS.7.C.2.8:</u></a>	Identify America's current political parties, and illustrate their ideas about government.
<a href="#"><u>SS.7.C.2.9:</u></a>	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
<a href="#"><u>SS.7.C.3.1:</u></a>	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
<a href="#"><u>SS.7.C.3.10:</u></a>	Identify sources and types (civil, criminal, constitutional, military) of law.
<a href="#"><u>SS.7.C.3.11:</u></a>	Diagram the levels, functions, and powers of courts at the state and federal levels.
<a href="#"><u>SS.7.C.3.12:</u></a>	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright,

	Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
<a href="#"><u>SS.7.C.3.13:</u></a>	Compare the constitutions of the United States and Florida.
<a href="#"><u>SS.7.C.3.14:</u></a>	Differentiate between local, state, and federal governments' obligations and services.
<a href="#"><u>SS.7.C.3.2:</u></a>	Compare parliamentary, federal, confederal, and unitary systems of government.
<a href="#"><u>SS.7.C.3.3:</u></a>	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
<a href="#"><u>SS.7.C.3.4:</u></a>	Identify the relationship and division of powers between the federal government and state governments.
<a href="#"><u>SS.7.C.3.5:</u></a>	Explain the Constitutional amendment process.
<a href="#"><u>SS.7.C.3.7:</u></a>	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
<a href="#"><u>SS.7.C.3.8:</u></a>	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
<a href="#"><u>SS.7.C.3.9:</u></a>	Illustrate the law making process at the local, state, and federal levels.
<a href="#"><u>SS.7.C.4.1:</u></a>	Differentiate concepts related to United States domestic and foreign policy.
<a href="#"><u>SS.7.C.4.2:</u></a>	Recognize government and citizen participation in international organizations. Remarks/Examples Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.
<a href="#"><u>SS.7.C.4.3:</u></a>	Describe examples of how the United States has dealt with international conflicts.
<a href="#"><u>SS.7.E.1.1:</u></a>	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
<a href="#"><u>SS.7.E.1.2:</u></a>	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.
<a href="#"><u>SS.7.E.1.3:</u></a>	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.
<a href="#"><u>SS.7.E.1.4:</u></a>	Discuss the function of financial institutions in the development of a market economy.
<a href="#"><u>SS.7.E.1.5:</u></a>	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
<a href="#"><u>SS.7.E.1.6:</u></a>	<p>Compare the national budget process to the personal budget process.</p> <p>Remarks/Examples</p> <p>Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.</p>
<a href="#"><u>SS.7.E.2.1:</u></a>	Explain how federal, state, and local taxes support the economy as a function of the United States government.
<a href="#"><u>SS.7.E.2.2:</u></a>	<p>Describe the banking system in the United States and its impact on the money supply.</p> <p>Remarks/Examples</p> <p>Examples are the Federal Reserve System and privately owned banks.</p>
<a href="#"><u>SS.7.E.2.3:</u></a>	Identify and describe United States laws and regulations adopted to promote economic competition.
<a href="#"><u>SS.7.E.2.4:</u></a>	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
<a href="#"><u>SS.7.E.2.5:</u></a>	<p>Explain how economic institutions impact the national economy.</p> <p>Remarks/Examples</p> <p>Examples are the stock market, banks, credit unions.</p>
<a href="#"><u>SS.7.E.3.1:</u></a>	Explain how international trade requires a system for exchanging currency between and among nations.
<a href="#"><u>SS.7.E.3.2:</u></a>	Assess how the changing value of currency affects trade of goods and services between nations.

<a href="#"><u>SS.7.E.3.3:</u></a>	Compare and contrast a single resource economy with a diversified economy.
<a href="#"><u>SS.7.E.3.4:</u></a>	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.
<a href="#"><u>SS.7.G.1.1:</u></a>	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
<a href="#"><u>SS.7.G.1.2:</u></a>	Locate on a world map the territories and protectorates of the United States of America. Remarks/Examples
	Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.
<a href="#"><u>SS.7.G.1.3:</u></a>	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
<a href="#"><u>SS.7.G.2.1:</u></a>	Locate major cultural landmarks that are emblematic of the United States. Remarks/Examples
	Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.
<a href="#"><u>SS.7.G.2.2:</u></a>	Locate major physical landmarks that are emblematic of the United States. Remarks/Examples
	Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.
<a href="#"><u>SS.7.G.2.3:</u></a>	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
<a href="#"><u>SS.7.G.2.4:</u></a>	Describe current major cultural regions of North America. Remarks/Examples
	Examples are the South, Rust-belt, Silicon Valley.

<a href="#"><u>SS.7.G.3.1:</u></a>	Use maps to describe the location, abundance, and variety of natural resources in North America.
<a href="#"><u>SS.7.G.4.1:</u></a>	Use geographic terms and tools to explain cultural diffusion throughout North America.
<a href="#"><u>SS.7.G.4.2:</u></a>	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
<a href="#"><u>SS.7.G.5.1:</u></a>	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
	Remarks/Examples
	Examples are tri-county mangrove decimation, beach erosion.
<a href="#"><u>SS.7.G.6.1:</u></a>	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
	Remarks/Examples
	Examples are population density, changes in census data, and district reapportionment over time.



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	<p>Remarks/Examples</p> <p>Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.</p>
<a href="#"><u>SS.8.A.5.8:</u></a>	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).
<a href="#"><u>SS.8.C.1.1:</u></a>	Identify the constitutional provisions for establishing citizenship.
<a href="#"><u>SS.8.C.1.2:</u></a>	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
<a href="#"><u>SS.8.C.1.3:</u></a>	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
<a href="#"><u>SS.8.C.1.4:</u></a>	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
<a href="#"><u>SS.8.C.1.5:</u></a>	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
<a href="#"><u>SS.8.C.1.6:</u></a>	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
<a href="#"><u>SS.8.C.2.1:</u></a>	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
<a href="#"><u>SS.8.E.1.1:</u></a>	<p>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.</p> <p>Remarks/Examples</p> <p>Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.</p>

<a href="#"><u>SS.8.E.2.1:</u></a>	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
<a href="#"><u>SS.8.E.2.2:</u></a>	<p>Explain the economic impact of government policies.</p> <p>Remarks/Examples</p> <p>Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.</p>
<a href="#"><u>SS.8.E.2.3:</u></a>	Assess the role of Africans and other minority groups in the economic development of the United States.
<a href="#"><u>SS.8.E.3.1:</u></a>	<p>Evaluate domestic and international interdependence.</p> <p>Remarks/Examples</p> <p>Examples are triangular trade routes and regional exchange of resources.</p>
<a href="#"><u>SS.8.G.1.1:</u></a>	Use maps to explain physical and cultural attributes of major regions throughout American history.
<a href="#"><u>SS.8.G.1.2:</u></a>	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
<a href="#"><u>SS.8.G.2.1:</u></a>	<p>Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.</p> <p>Remarks/Examples</p> <p>Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.</p>
<a href="#"><u>SS.8.G.2.2:</u></a>	<p>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.</p> <p>Remarks/Examples</p> <p>Examples are cataclysmic natural disasters, shipwrecks.</p>
<a href="#"><u>SS.8.G.2.3:</u></a>	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
<a href="#"><u>SS.8.G.3.2:</u></a>	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.
<a href="#"><u>SS.8.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place in the United States throughout its history.
<a href="#"><u>SS.8.G.4.2:</u></a>	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.
<a href="#"><u>SS.8.G.4.3:</u></a>	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
<a href="#"><u>SS.8.G.4.4:</u></a>	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.
<a href="#"><u>SS.8.G.4.5:</u></a>	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.
<a href="#"><u>SS.8.G.4.6:</u></a>	Use political maps to describe changes in boundaries and governance throughout American history.
<a href="#"><u>SS.8.G.5.1:</u></a>	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
<a href="#"><u>SS.8.G.5.2:</u></a>	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
	Remarks/Examples
	Examples are deforestation, urbanization, agriculture.
<a href="#"><u>SS.8.G.6.1:</u></a>	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
<a href="#"><u>SS.8.G.6.2:</u></a>	Illustrate places and events in U.S. history through the use of narratives and graphic representations.
	Remarks/Examples
	Examples are maps, graphs, tables.





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# Course: M/J World Geography and Digital Technologies- 2103017

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## BASIC INFORMATION

<b>Course Title:</b>	M/J World Geography and Digital Technologies
<b>Course Number:</b>	2103017
<b>Course Abbreviated Title:</b>	M/J WORLDGEO & DIGTECH
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Geography</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>M/J World Geography</b> - 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.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include</p>

opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**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).

**Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

**MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

<p><b><u>HE.6.C.2.4:</u></b></p>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
<p><b><u>LACC.6.SL.1.1:</u></b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li><li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li><li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li></ul>
<p><b><u>LACC.6.SL.1.2:</u></b></p>	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
<p><b><u>LACC.6.SL.1.3:</u></b></p>	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

<a href="#"><u>LACC.6.SL.2.4:</u></a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> </ol>

	<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p><b><u>LACC.68.WHST.1.2:</u></b></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<p><b><u>LACC.68.WHST.2.4:</u></b></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b><u>LACC.68.WHST.2.5:</u></b></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
<p><b><u>LACC.68.WHST.2.6:</u></b></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><b><u>LACC.68.WHST.3.7:</u></b></p>	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
<p><b><u>LACC.68.WHST.3.8:</u></b></p>	<p>Gather relevant information from multiple print and digital sources,</p>

	using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.6.E.1.1:</u></a>	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
<a href="#"><u>SS.6.E.1.3:</u></a>	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).
<a href="#"><u>SS.6.E.2.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.2:</u></a>	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
<a href="#"><u>SS.6.E.3.3:</u></a>	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
<a href="#"><u>SS.6.E.3.4:</u></a>	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
<a href="#"><u>SS.6.G.1.1:</u></a>	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
<a href="#"><u>SS.6.G.1.2:</u></a>	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
<a href="#"><u>SS.6.G.1.3:</u></a>	Identify natural wonders of the ancient world. Remarks/Examples Examples are Seven Natural Wonders of Africa, Himalayas, Gobi



	Desert.
<a href="#"><u>SS.6.G.1.4:</u></a>	Utilize tools geographers use to study the world. Remarks/Examples Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
<a href="#"><u>SS.6.G.1.5:</u></a>	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
<a href="#"><u>SS.6.G.1.6:</u></a>	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Remarks/Examples Examples are major rivers, seas, oceans.
<a href="#"><u>SS.6.G.1.7:</u></a>	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Remarks/Examples Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
<a href="#"><u>SS.6.G.2.1:</u></a>	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.
<a href="#"><u>SS.6.G.2.2:</u></a>	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Remarks/Examples Examples are city-states, provinces, kingdoms, empires.
<a href="#"><u>SS.6.G.2.3:</u></a>	Analyze the relationship of physical geography to the development of ancient river valley civilizations. Remarks/Examples Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].

<a href="#"><u>SS.6.G.2.4:</u></a>	<p>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. Remarks/Examples</p> <p>Examples are Egypt, Rome, Greece, China, Kush.</p>
<a href="#"><u>SS.6.G.2.5:</u></a>	<p>Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Remarks/Examples</p> <p>Examples are China limits and Greece invites.</p>
<a href="#"><u>SS.6.G.2.6:</u></a>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Remarks/Examples</p> <p>Examples are Phoenicia on Greece and Greece on Rome.</p>
<a href="#"><u>SS.6.G.2.7:</u></a>	<p>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</p>
<a href="#"><u>SS.6.G.3.1:</u></a>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. Remarks/Examples</p> <p>Examples are terracing, seasonal crop rotations, resource development.</p>
<a href="#"><u>SS.6.G.3.2:</u></a>	<p>Analyze the impact of human populations on the ancient world's ecosystems. Remarks/Examples</p> <p>Examples are desertification, deforestation, abuse of resources, erosion.</p>
<a href="#"><u>SS.6.G.4.1:</u></a>	<p>Explain how family and ethnic relationships influenced ancient cultures.</p>
<a href="#"><u>SS.6.G.4.2:</u></a>	<p>Use maps to trace significant migrations, and analyze their results. Remarks/Examples</p> <p>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</p>

<a href="#"><u>SS.6.G.4.3:</u></a>	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.
<a href="#"><u>SS.6.G.5.1:</u></a>	Identify the methods used to compensate for the scarcity of resources in the ancient world. Remarks/Examples Examples are water in the Middle East, fertile soil, fuel.
<a href="#"><u>SS.6.G.5.2:</u></a>	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
<a href="#"><u>SS.6.G.5.3:</u></a>	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. Remarks/Examples Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
<a href="#"><u>SS.6.G.6.1:</u></a>	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.
<a href="#"><u>SS.6.G.6.2:</u></a>	Compare maps of the world in ancient times with current political maps.
<a href="#"><u>SS.6.W.1.1:</u></a>	Use timelines to identify chronological order of historical events.
<a href="#"><u>SS.6.W.1.3:</u></a>	Interpret primary and secondary sources. Remarks/Examples Examples are artifacts, images, auditory sources, written sources.
<a href="#"><u>SS.6.W.1.4:</u></a>	Describe the methods of historical inquiry and how history relates to the other social sciences. Remarks/Examples Examples are archaeology, geography, political science, economics.

**SS.6.W.1.6:**

Describe how history transmits culture and heritage and provides models of human character.



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# Course: M/J World Geography & Career Planning- 2103016

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## BASIC INFORMATION

<b>Course Title:</b>	M/J World Geography & Career Planning
<b>Course Number:</b>	2103016
<b>Course Abbreviated Title:</b>	M/J WORLD GEOG & C/P
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Geography</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>M/J World Geography</b> - 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.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include</p>

opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**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; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

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).

## STANDARDS (58)

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

<p><b><u>HE.6.C.2.4:</u></b></p>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
<p><b><u>LACC.6.SL.1.1:</u></b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by</p>

	<p>referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
<a href="#"><u>LACC.6.SL.1.2:</u></a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#"><u>LACC.6.SL.1.3:</u></a>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#"><u>LACC.6.SL.2.4:</u></a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).



<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>

<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.6.E.1.1:</u></a>	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
<a href="#"><u>SS.6.E.1.3:</u></a>	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).
<a href="#"><u>SS.6.E.2.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.2:</u></a>	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
<a href="#"><u>SS.6.E.3.3:</u></a>	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
<a href="#"><u>SS.6.E.3.4:</u></a>	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
<a href="#"><u>SS.6.G.1.1:</u></a>	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
<a href="#"><u>SS.6.G.1.2:</u></a>	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
<a href="#"><u>SS.6.G.1.3:</u></a>	Identify natural wonders of the ancient world. Remarks/Examples Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
<a href="#"><u>SS.6.G.1.4:</u></a>	Utilize tools geographers use to study the world. Remarks/Examples Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
<a href="#"><u>SS.6.G.1.5:</u></a>	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
<a href="#"><u>SS.6.G.1.6:</u></a>	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Remarks/Examples Examples are major rivers, seas, oceans.
<a href="#"><u>SS.6.G.1.7:</u></a>	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Remarks/Examples Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome,

	Kush.
<a href="#"><u>SS.6.G.2.1:</u></a>	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.
<a href="#"><u>SS.6.G.2.2:</u></a>	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Remarks/Examples Examples are city-states, provinces, kingdoms, empires.
<a href="#"><u>SS.6.G.2.3:</u></a>	Analyze the relationship of physical geography to the development of ancient river valley civilizations. Remarks/Examples Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
<a href="#"><u>SS.6.G.2.4:</u></a>	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. Remarks/Examples Examples are Egypt, Rome, Greece, China, Kush.
<a href="#"><u>SS.6.G.2.5:</u></a>	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Remarks/Examples Examples are China limits and Greece invites.
<a href="#"><u>SS.6.G.2.6:</u></a>	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Remarks/Examples Examples are Phoenicia on Greece and Greece on Rome.
<a href="#"><u>SS.6.G.2.7:</u></a>	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
<a href="#"><u>SS.6.G.3.1:</u></a>	Explain how the physical landscape has affected the development of

	<p>agriculture and industry in the ancient world.</p> <p>Remarks/Examples</p> <p>Examples are terracing, seasonal crop rotations, resource development.</p>
<a href="#"><u>SS.6.G.3.2:</u></a>	<p>Analyze the impact of human populations on the ancient world's ecosystems.</p> <p>Remarks/Examples</p> <p>Examples are desertification, deforestation, abuse of resources, erosion.</p>
<a href="#"><u>SS.6.G.4.1:</u></a>	<p>Explain how family and ethnic relationships influenced ancient cultures.</p>
<a href="#"><u>SS.6.G.4.2:</u></a>	<p>Use maps to trace significant migrations, and analyze their results.</p> <p>Remarks/Examples</p> <p>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</p>
<a href="#"><u>SS.6.G.4.3:</u></a>	<p>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.</p>
<a href="#"><u>SS.6.G.5.1:</u></a>	<p>Identify the methods used to compensate for the scarcity of resources in the ancient world.</p> <p>Remarks/Examples</p> <p>Examples are water in the Middle East, fertile soil, fuel.</p>
<a href="#"><u>SS.6.G.5.2:</u></a>	<p>Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</p>
<a href="#"><u>SS.6.G.5.3:</u></a>	<p>Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</p> <p>Remarks/Examples</p> <p>Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.</p>
<a href="#"><u>SS.6.G.6.1:</u></a>	<p>Describe the Six Essential Elements of Geography (The World in</p>

	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.
<a href="#"><u>SS.6.G.6.2:</u></a>	Compare maps of the world in ancient times with current political maps.
<a href="#"><u>SS.6.W.1.1:</u></a>	Use timelines to identify chronological order of historical events.
<a href="#"><u>SS.6.W.1.3:</u></a>	Interpret primary and secondary sources. Remarks/Examples
	Examples are artifacts, images, auditory sources, written sources.
<a href="#"><u>SS.6.W.1.4:</u></a>	Describe the methods of historical inquiry and how history relates to the other social sciences. Remarks/Examples
	Examples are archaeology, geography, political science, economics.
<a href="#"><u>SS.6.W.1.6:</u></a>	Describe how history transmits culture and heritage and provides models of human character.



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# Course: M/J World Geography- 2103015

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## BASIC INFORMATION

<b>Course Title:</b>	M/J World Geography
<b>Course Number:</b>	2103015
<b>Course Abbreviated Title:</b>	M/J WORLD GEOG
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Geography</a>
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>M/J World Geography</b> - 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.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p>

**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).

**STANDARDS (58)****Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.



## MACC.6.SP Statistics and Probability

MACC.6.SP.1 Summarize and describe distributions.

<p><a href="#"><u>HE.6.C.2.4:</u></a></p>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
<p><a href="#"><u>LACC.6.SL.1.1:</u></a></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"><li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li><li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li><li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li></ol>
<p><a href="#"><u>LACC.6.SL.1.2:</u></a></p>	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
<p><a href="#"><u>LACC.6.SL.1.3:</u></a></p>	<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p><a href="#"><u>LACC.6.SL.2.4:</u></a></p>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p><a href="#"><u>LACC.68.RH.1.1:</u></a></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>

<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

	<ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<p><a href="#"><u>LACC.68.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#"><u>LACC.68.WHST.2.5:</u></a></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
<p><a href="#"><u>LACC.68.WHST.2.6:</u></a></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><a href="#"><u>LACC.68.WHST.3.7:</u></a></p>	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
<p><a href="#"><u>LACC.68.WHST.3.8:</u></a></p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p><a href="#"><u>LACC.68.WHST.3.9:</u></a></p>	<p>Draw evidence from informational texts to support analysis reflection, and research.</p>

<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.6.E.1.1:</u></a>	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
<a href="#"><u>SS.6.E.1.3:</u></a>	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).
<a href="#"><u>SS.6.E.2.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.2:</u></a>	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
<a href="#"><u>SS.6.E.3.3:</u></a>	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
<a href="#"><u>SS.6.E.3.4:</u></a>	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
<a href="#"><u>SS.6.G.1.1:</u></a>	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
<a href="#"><u>SS.6.G.1.2:</u></a>	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
<a href="#"><u>SS.6.G.1.3:</u></a>	Identify natural wonders of the ancient world. Remarks/Examples Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
<a href="#"><u>SS.6.G.1.4:</u></a>	Utilize tools geographers use to study the world. Remarks/Examples Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic

	Information Systems), satellite imagery, aerial photography, online mapping resources.
<a href="#"><u>SS.6.G.1.5:</u></a>	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
<a href="#"><u>SS.6.G.1.6:</u></a>	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Remarks/Examples Examples are major rivers, seas, oceans.
<a href="#"><u>SS.6.G.1.7:</u></a>	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Remarks/Examples Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
<a href="#"><u>SS.6.G.2.1:</u></a>	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.
<a href="#"><u>SS.6.G.2.2:</u></a>	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Remarks/Examples Examples are city-states, provinces, kingdoms, empires.
<a href="#"><u>SS.6.G.2.3:</u></a>	Analyze the relationship of physical geography to the development of ancient river valley civilizations. Remarks/Examples Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
<a href="#"><u>SS.6.G.2.4:</u></a>	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. Remarks/Examples Examples are Egypt, Rome, Greece, China, Kush.

<p><b><u>SS.6.G.2.5:</u></b></p>	<p>Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Remarks/Examples</p> <p>Examples are China limits and Greece invites.</p>
<p><b><u>SS.6.G.2.6:</u></b></p>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Remarks/Examples</p> <p>Examples are Phoenicia on Greece and Greece on Rome.</p>
<p><b><u>SS.6.G.2.7:</u></b></p>	<p>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</p>
<p><b><u>SS.6.G.3.1:</u></b></p>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. Remarks/Examples</p> <p>Examples are terracing, seasonal crop rotations, resource development.</p>
<p><b><u>SS.6.G.3.2:</u></b></p>	<p>Analyze the impact of human populations on the ancient world's ecosystems. Remarks/Examples</p> <p>Examples are desertification, deforestation, abuse of resources, erosion.</p>
<p><b><u>SS.6.G.4.1:</u></b></p>	<p>Explain how family and ethnic relationships influenced ancient cultures.</p>
<p><b><u>SS.6.G.4.2:</u></b></p>	<p>Use maps to trace significant migrations, and analyze their results. Remarks/Examples</p> <p>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</p>
<p><b><u>SS.6.G.4.3:</u></b></p>	<p>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.</p>
<p><b><u>SS.6.G.5.1:</u></b></p>	<p>Identify the methods used to compensate for the scarcity of resources in the ancient world.</p>

	<p>Remarks/Examples</p> <p>Examples are water in the Middle East, fertile soil, fuel.</p>
<a href="#"><u>SS.6.G.5.2:</u></a>	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
<a href="#"><u>SS.6.G.5.3:</u></a>	<p>Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</p> <p>Remarks/Examples</p> <p>Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.</p>
<a href="#"><u>SS.6.G.6.1:</u></a>	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.
<a href="#"><u>SS.6.G.6.2:</u></a>	Compare maps of the world in ancient times with current political maps.
<a href="#"><u>SS.6.W.1.1:</u></a>	Use timelines to identify chronological order of historical events.
<a href="#"><u>SS.6.W.1.3:</u></a>	<p>Interpret primary and secondary sources.</p> <p>Remarks/Examples</p> <p>Examples are artifacts, images, auditory sources, written sources.</p>
<a href="#"><u>SS.6.W.1.4:</u></a>	<p>Describe the methods of historical inquiry and how history relates to the other social sciences.</p> <p>Remarks/Examples</p> <p>Examples are archaeology, geography, political science, economics.</p>
<a href="#"><u>SS.6.W.1.6:</u></a>	Describe how history transmits culture and heritage and provides models of human character.



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# Course: M/J World Geography- 2103010

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## BASIC INFORMATION

<b>Course Title:</b>	M/J World Geography
<b>Course Number:</b>	2103010
<b>Course Abbreviated Title:</b>	M/J WORLD GEOG
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Geography</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>M/J World Geography</b> - 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.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p>

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Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

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**MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

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	source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
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<a href="#"><u>SS.6.E.1.3:</u></a>	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).
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<a href="#"><u>SS.6.G.1.4:</u></a>	Utilize tools geographers use to study the world. Remarks/Examples Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic

	Information Systems), satellite imagery, aerial photography, online mapping resources.
<a href="#"><u>SS.6.G.1.5:</u></a>	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
<a href="#"><u>SS.6.G.1.6:</u></a>	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Remarks/Examples Examples are major rivers, seas, oceans.
<a href="#"><u>SS.6.G.1.7:</u></a>	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Remarks/Examples Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
<a href="#"><u>SS.6.G.2.1:</u></a>	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.
<a href="#"><u>SS.6.G.2.2:</u></a>	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Remarks/Examples Examples are city-states, provinces, kingdoms, empires.
<a href="#"><u>SS.6.G.2.3:</u></a>	Analyze the relationship of physical geography to the development of ancient river valley civilizations. Remarks/Examples Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
<a href="#"><u>SS.6.G.2.4:</u></a>	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. Remarks/Examples Examples are Egypt, Rome, Greece, China, Kush.

<p><b><u>SS.6.G.2.5:</u></b></p>	<p>Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Remarks/Examples</p> <p>Examples are China limits and Greece invites.</p>
<p><b><u>SS.6.G.2.6:</u></b></p>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Remarks/Examples</p> <p>Examples are Phoenicia on Greece and Greece on Rome.</p>
<p><b><u>SS.6.G.2.7:</u></b></p>	<p>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</p>
<p><b><u>SS.6.G.3.1:</u></b></p>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. Remarks/Examples</p> <p>Examples are terracing, seasonal crop rotations, resource development.</p>
<p><b><u>SS.6.G.3.2:</u></b></p>	<p>Analyze the impact of human populations on the ancient world's ecosystems. Remarks/Examples</p> <p>Examples are desertification, deforestation, abuse of resources, erosion.</p>
<p><b><u>SS.6.G.4.1:</u></b></p>	<p>Explain how family and ethnic relationships influenced ancient cultures.</p>
<p><b><u>SS.6.G.4.2:</u></b></p>	<p>Use maps to trace significant migrations, and analyze their results. Remarks/Examples</p> <p>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</p>
<p><b><u>SS.6.G.4.3:</u></b></p>	<p>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.</p>
<p><b><u>SS.6.G.5.1:</u></b></p>	<p>Identify the methods used to compensate for the scarcity of resources in the ancient world.</p>



	<p>Remarks/Examples</p> <p>Examples are water in the Middle East, fertile soil, fuel.</p>
<a href="#"><u>SS.6.G.5.2:</u></a>	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
<a href="#"><u>SS.6.G.5.3:</u></a>	<p>Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</p> <p>Remarks/Examples</p> <p>Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.</p>
<a href="#"><u>SS.6.G.6.1:</u></a>	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.
<a href="#"><u>SS.6.G.6.2:</u></a>	Compare maps of the world in ancient times with current political maps.
<a href="#"><u>SS.6.W.1.1:</u></a>	Use timelines to identify chronological order of historical events.
<a href="#"><u>SS.6.W.1.3:</u></a>	<p>Interpret primary and secondary sources.</p> <p>Remarks/Examples</p> <p>Examples are artifacts, images, auditory sources, written sources.</p>
<a href="#"><u>SS.6.W.1.4:</u></a>	<p>Describe the methods of historical inquiry and how history relates to the other social sciences.</p> <p>Remarks/Examples</p> <p>Examples are archaeology, geography, political science, economics.</p>
<a href="#"><u>SS.6.W.1.6:</u></a>	Describe how history transmits culture and heritage and provides models of human character.



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# Course: M/J United States History with Civics-2100045

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## BASIC INFORMATION

<b>Course Title:</b>	M/J United States History with Civics
<b>Course Number:</b>	2100045
<b>Course Abbreviated Title:</b>	M/J US HIST & CIVICS
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">American and Western Hemispheric Histories</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	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.

Mathematics Benchmark Guidance - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

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).

## STANDARDS (147)

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

<p><b><u>HE.8.C.2.4:</u></b></p>	<p>Critique school and public health policies that influence health promotion and disease prevention. Remarks/Examples</p> <hr/> <p>Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p>
<p><b><u>LACC.68.RH.1.1:</u></b></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>
<p><b><u>LACC.68.RH.1.2:</u></b></p>	<p>Determine the central ideas or information of a primary or secondary</p>

	source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.8.SL.2.4:</u></a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

<a href="#"><u>SS.7.C.1.1:</u></a>	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
<a href="#"><u>SS.7.C.1.2:</u></a>	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues

	of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>LACC.8.SL.1.2:</u></a>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<a href="#"><u>LACC.8.SL.1.3:</u></a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<a href="#"><u>SS.7.C.4.1:</u></a>	Differentiate concepts related to United States domestic and foreign policy.
<a href="#"><u>SS.7.C.1.3:</u></a>	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
<a href="#"><u>SS.7.C.1.4:</u></a>	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
<a href="#"><u>SS.7.C.1.5:</u></a>	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
<a href="#"><u>SS.7.C.1.6:</u></a>	Interpret the intentions of the Preamble of the Constitution.
<a href="#"><u>SS.7.C.1.7:</u></a>	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
<a href="#"><u>SS.7.C.1.8:</u></a>	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>SS.7.C.1.9:</u></a>	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
<a href="#"><u>SS.7.C.2.1:</u></a>	Define the term "citizen," and identify legal means of becoming a



	United States citizen.
<a href="#"><u>SS.7.C.2.10:</u></a>	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
<a href="#"><u>SS.7.C.2.11:</u></a>	Analyze media and political communications (bias, symbolism, propaganda).
<a href="#"><u>SS.7.C.2.12:</u></a>	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
<a href="#"><u>SS.7.C.2.13:</u></a>	Examine multiple perspectives on public and current issues.
<a href="#"><u>SS.7.C.2.14:</u></a>	Conduct a service project to further the public good.
	Remarks/Examples
	The project can be at the school, community, state, national, or international level.
<a href="#"><u>SS.7.C.2.2:</u></a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#"><u>SS.7.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels.
	Remarks/Examples
	Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.7.C.2.4:</u></a>	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
<a href="#"><u>SS.7.C.2.5:</u></a>	Distinguish how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.7.C.2.6:</u></a>	Simulate the trial process and the role of juries in the administration of justice.
<a href="#"><u>SS.7.C.2.7:</u></a>	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
<a href="#"><u>SS.7.C.2.8:</u></a>	Identify America's current political parties, and illustrate their ideas about government.
<a href="#"><u>SS.7.C.2.9:</u></a>	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and

	political ads.
<a href="#"><u>SS.7.C.3.1:</u></a>	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
<a href="#"><u>SS.7.C.3.10:</u></a>	Identify sources and types (civil, criminal, constitutional, military) of law.
<a href="#"><u>SS.7.C.3.11:</u></a>	Diagram the levels, functions, and powers of courts at the state and federal levels.
<a href="#"><u>SS.7.C.3.12:</u></a>	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
<a href="#"><u>SS.7.C.3.13:</u></a>	Compare the constitutions of the United States and Florida.
<a href="#"><u>SS.7.C.3.14:</u></a>	Differentiate between local, state, and federal governments' obligations and services.
<a href="#"><u>SS.7.C.3.2:</u></a>	Compare parliamentary, federal, confederal, and unitary systems of government.
<a href="#"><u>SS.7.C.3.3:</u></a>	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
<a href="#"><u>SS.7.C.3.4:</u></a>	Identify the relationship and division of powers between the federal government and state governments.
<a href="#"><u>SS.7.C.3.5:</u></a>	Explain the Constitutional amendment process.
<a href="#"><u>SS.7.C.3.6:</u></a>	Evaluate Constitutional rights and their impact on individuals and society.
<a href="#"><u>SS.7.C.3.7:</u></a>	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
<a href="#"><u>SS.7.C.3.8:</u></a>	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
<a href="#"><u>SS.7.C.3.9:</u></a>	Illustrate the law making process at the local, state, and federal levels.
<a href="#"><u>SS.7.C.4.2:</u></a>	Recognize government and citizen participation in international

	<p>organizations.</p> <p>Remarks/Examples</p> <p>Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</p>
<a href="#"><u>SS.7.C.4.3:</u></a>	Describe examples of how the United States has dealt with international conflicts.
<a href="#"><u>SS.8.A.1.1:</u></a>	<p>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.</p> <p>Remarks/Examples</p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bij/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bij/Library_Media/pdf/12TotalFINDS.pdf</a>.</p>
<a href="#"><u>SS.8.A.1.2:</u></a>	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
<a href="#"><u>SS.8.A.1.3:</u></a>	<p>Analyze current events relevant to American History topics through a variety of electronic and print media resources.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</p>
<a href="#"><u>SS.8.A.1.4:</u></a>	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
<a href="#"><u>SS.8.A.1.5:</u></a>	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
<a href="#"><u>SS.8.A.1.6:</u></a>	<p>Compare interpretations of key events and issues throughout American History.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, historiography.</p>
<a href="#"><u>SS.8.A.1.7:</u></a>	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
<a href="#"><u>SS.8.A.2.1:</u></a>	Compare the relationships among the British, French, Spanish, and

	<p>Dutch in their struggle for colonization of North America.</p> <p>Remarks/Examples</p> <p>This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</p>
<p><a href="#"><u>SS.8.A.2.2:</u></a></p>	<p>Compare the characteristics of the New England, Middle, and Southern colonies.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</p>
<p><a href="#"><u>SS.8.A.2.3:</u></a></p>	<p>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</p>
<p><a href="#"><u>SS.8.A.2.4:</u></a></p>	<p>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</p>
<p><a href="#"><u>SS.8.A.2.5:</u></a></p>	<p>Discuss the impact of colonial settlement on Native American populations.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.</p>
<p><a href="#"><u>SS.8.A.2.6:</u></a></p>	<p>Examine the causes, course, and consequences of the French and Indian War.</p>

	<p>Remarks/Examples</p> <p>Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.</p>
<a href="#"><u>SS.8.A.2.7:</u></a>	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
<a href="#"><u>SS.8.A.3.1:</u></a>	<p>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</p>
<a href="#"><u>SS.8.A.3.10:</u></a>	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).
<a href="#"><u>SS.8.A.3.11:</u></a>	Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
<a href="#"><u>SS.8.A.3.12:</u></a>	<p>Examine the influences of George Washington's presidency in the formation of the new nation.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.</p>
<a href="#"><u>SS.8.A.3.13:</u></a>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.</p>
<a href="#"><u>SS.8.A.3.14:</u></a>	Explain major domestic and international economic, military,

	<p>political, and socio-cultural events of Thomas Jefferson's presidency. Remarks/Examples</p> <p>Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.</p>
<p><a href="#"><u>SS.8.A.3.15:</u></a></p>	<p>Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).</p>
<p><a href="#"><u>SS.8.A.3.16:</u></a></p>	<p>Examine key events in Florida history as each impacts this era of American history. Remarks/Examples</p> <p>Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.</p>
<p><a href="#"><u>SS.8.A.3.2:</u></a></p>	<p>Explain American colonial reaction to British policy from 1763 - 1774. Remarks/Examples</p> <p>Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</p>
<p><a href="#"><u>SS.8.A.3.3:</u></a></p>	<p>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. Remarks/Examples</p> <p>Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.</p>
<p><a href="#"><u>SS.8.A.3.4:</u></a></p>	<p>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. Remarks/Examples</p> <p>Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</p>

<a href="#"><u>SS.8.A.3.5:</u></a>	Describe the influence of individuals on social and political developments during the Revolutionary era. Remarks/Examples Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.
<a href="#"><u>SS.8.A.3.6:</u></a>	Examine the causes, course, and consequences of the American Revolution. Remarks/Examples Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.
<a href="#"><u>SS.8.A.3.7:</u></a>	Examine the structure, content, and consequences of the Declaration of Independence.
<a href="#"><u>SS.8.A.3.8:</u></a>	Examine individuals and groups that affected political and social motivations during the American Revolution. Remarks/Examples Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.
<a href="#"><u>SS.8.A.3.9:</u></a>	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
<a href="#"><u>SS.8.A.4.1:</u></a>	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).

<p><b><u>SS.8.A.4.10:</u></b></p>	<p>Analyze the impact of technological advancements on the agricultural economy and slave labor. Remarks/Examples</p> <p>Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.</p>
<p><b><u>SS.8.A.4.11:</u></b></p>	<p>Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.</p>
<p><b><u>SS.8.A.4.12:</u></b></p>	<p>Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.</p>
<p><b><u>SS.8.A.4.13:</u></b></p>	<p>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.</p>
<p><b><u>SS.8.A.4.14:</u></b></p>	<p>Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).</p>
<p><b><u>SS.8.A.4.15:</u></b></p>	<p>Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.</p>
<p><b><u>SS.8.A.4.16:</u></b></p>	<p>Identify key ideas and influences of Jacksonian democracy. Remarks/Examples</p> <p>Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.</p>
<p><b><u>SS.8.A.4.17:</u></b></p>	<p>Examine key events and peoples in Florida history as each impacts this era of American history. Remarks/Examples</p> <p>Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.</p>



<p><b><u>SS.8.A.4.18:</u></b></p>	<p>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. Remarks/Examples</p> <p>Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.</p>
<p><b><u>SS.8.A.4.2:</u></b></p>	<p>Describe the debate surrounding the spread of slavery into western territories and Florida. Remarks/Examples</p> <p>Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.</p>
<p><b><u>SS.8.A.4.3:</u></b></p>	<p>Examine the experiences and perspectives of significant individuals and groups during this era of American History. Remarks/Examples</p> <p>Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.</p>
<p><b><u>SS.8.A.4.4:</u></b></p>	<p>Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.</p>
<p><b><u>SS.8.A.4.5:</u></b></p>	<p>Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy. Remarks/Examples</p> <p>Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.</p>
<p><b><u>SS.8.A.4.6:</u></b></p>	<p>Identify technological improvements (inventions/inventors) that contributed to industrial growth. Remarks/Examples</p> <p>Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable</p>

	parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.
<a href="#"><u>SS.8.A.4.7:</u></a>	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
<a href="#"><u>SS.8.A.4.8:</u></a>	Describe the influence of individuals on social and political developments of this era in American History. Remarks/Examples Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.
<a href="#"><u>SS.8.A.4.9:</u></a>	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements. Remarks/Examples Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.
<a href="#"><u>SS.8.A.5.1:</u></a>	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
<a href="#"><u>SS.8.A.5.2:</u></a>	Analyze the role of slavery in the development of sectional conflict. Remarks/Examples Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.
<a href="#"><u>SS.8.A.5.3:</u></a>	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency. Remarks/Examples Examples may include, but are not limited to, sectionalism, states'

	rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.
<a href="#"><u>SS.8.A.5.4:</u></a>	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
<a href="#"><u>SS.8.A.5.5:</u></a>	Compare Union and Confederate strengths and weaknesses. Remarks/Examples Examples may include, but aren't limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.
<a href="#"><u>SS.8.A.5.6:</u></a>	Compare significant Civil War battles and events and their effects on civilian populations. Remarks/Examples Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.
<a href="#"><u>SS.8.A.5.7:</u></a>	Examine key events and peoples in Florida history as each impacts this era of American history. Remarks/Examples Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.
<a href="#"><u>SS.8.A.5.8:</u></a>	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).
<a href="#"><u>SS.8.C.1.1:</u></a>	Identify the constitutional provisions for establishing citizenship.

<a href="#"><u>SS.8.C.1.2:</u></a>	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
<a href="#"><u>SS.8.C.1.3:</u></a>	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
<a href="#"><u>SS.8.C.1.4:</u></a>	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
<a href="#"><u>SS.8.C.1.5:</u></a>	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
<a href="#"><u>SS.8.C.1.6:</u></a>	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
<a href="#"><u>SS.8.C.2.1:</u></a>	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
<a href="#"><u>SS.8.E.1.1:</u></a>	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. Remarks/Examples Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.
<a href="#"><u>SS.8.E.2.1:</u></a>	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
<a href="#"><u>SS.8.E.2.2:</u></a>	Explain the economic impact of government policies. Remarks/Examples Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.
<a href="#"><u>SS.8.E.2.3:</u></a>	Assess the role of Africans and other minority groups in the economic development of the United States.
<a href="#"><u>SS.8.E.3.1:</u></a>	Evaluate domestic and international interdependence. Remarks/Examples Examples are triangular trade routes and regional exchange of

	resources.
<a href="#"><u>SS.8.G.1.1:</u></a>	Use maps to explain physical and cultural attributes of major regions throughout American history.
<a href="#"><u>SS.8.G.1.2:</u></a>	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
<a href="#"><u>SS.8.G.2.1:</u></a>	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history. Remarks/Examples Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.
<a href="#"><u>SS.8.G.2.2:</u></a>	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. Remarks/Examples Examples are cataclysmic natural disasters, shipwrecks.
<a href="#"><u>SS.8.G.2.3:</u></a>	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
<a href="#"><u>SS.8.G.3.1:</u></a>	Locate and describe in geographic terms the major ecosystems of the United States.
<a href="#"><u>SS.8.G.3.2:</u></a>	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.
<a href="#"><u>SS.8.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place in the United States throughout its history.
<a href="#"><u>SS.8.G.4.2:</u></a>	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.
<a href="#"><u>SS.8.G.4.3:</u></a>	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
<a href="#"><u>SS.8.G.4.4:</u></a>	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.

<a href="#"><u>SS.8.G.4.5:</u></a>	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.
<a href="#"><u>SS.8.G.4.6:</u></a>	Use political maps to describe changes in boundaries and governance throughout American history.
<a href="#"><u>SS.8.G.5.1:</u></a>	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
<a href="#"><u>SS.8.G.5.2:</u></a>	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history. Remarks/Examples Examples are deforestation, urbanization, agriculture.
<a href="#"><u>SS.8.G.6.1:</u></a>	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
<a href="#"><u>SS.8.G.6.2:</u></a>	Illustrate places and events in U.S. history through the use of narratives and graphic representations. Remarks/Examples Examples are maps, graphs, tables.



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# Course: M/J Engaged Citizenship through Service Learning 1- 2104010

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## BASIC INFORMATION

<b>Course Title:</b>	M/J Engaged Citizenship through Service Learning 1
<b>Course Number:</b>	2104010
<b>Course Abbreviated Title:</b>	M/J ENG CIT SERVLRN1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Interdisciplinary and Applied Social Studies</a>
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	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.
<b>General Notes:</b>	The content should include, but not be limited to, the following: <ol style="list-style-type: none"><li>1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.</li><li>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</li></ol>

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).

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

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.



	<ol style="list-style-type: none"> <li>3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.</li> <li>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.</li> <li>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).</li> <li>6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).</li> <li>7. Provide documentation of activities and the minimum 20 hours of participation in an approved service-learning project.</li> </ol>
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## STANDARDS (33)

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

<a href="#"><b>HE.6.B.4.3:</b></a>	<p>Demonstrate effective conflict-management and/or resolution strategies.</p> <p>Remarks/Examples</p> <hr/> <p>Talk to an adult, anger management, and conflict mediation.</p> <hr/>
<a href="#"><b>HE.6.B.5.4:</b></a>	<p>Distinguish between the need for individual or collaborative decision-making.</p>

	<p>Remarks/Examples</p> <p>Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.</p>
<p><a href="#"><u>HE.6.C.1.8:</u></a></p>	<p>Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples</p> <p>Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.</p>
<p><a href="#"><u>LACC.6.SL.1.1:</u></a></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol>
<p><a href="#"><u>LACC.6.SL.1.2:</u></a></p>	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
<p><a href="#"><u>LACC.6.SL.1.3:</u></a></p>	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p><a href="#"><u>LACC.6.SL.2.4:</u></a></p>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or</p>

	themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from</li> </ol>

	and supports the argument presented.
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of

	each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>PE.6.M.1.12:</u></a>	Use proper safety practices. Remarks/Examples Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.
<a href="#"><u>PE.6.R.5.1:</u></a>	List ways that peer pressure can be positive and negative.
<a href="#"><u>PE.6.R.5.2:</u></a>	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
<a href="#"><u>SS.7.C.2.13:</u></a>	Examine multiple perspectives on public and current issues.
<a href="#"><u>SS.7.C.2.14:</u></a>	Conduct a service project to further the public good. Remarks/Examples The project can be at the school, community, state, national, or international level.
<a href="#"><u>SS.7.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.7.C.3.14:</u></a>	Differentiate between local, state, and federal governments' obligations and services.
<a href="#"><u>SS.7.C.4.2:</u></a>	Recognize government and citizen participation in international organizations. Remarks/Examples Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of

	Justice.
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# Course: M/J United States Economics & Geography- 2104030

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4615.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J United States Economics & Geography
<b>Course Number:</b>	2104030
<b>Course Abbreviated Title:</b>	M/J US ECON & GEO
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Interdisciplinary and Applied Social Studies</a>
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The social studies curriculum for this course consists of the following content area strands: American History, Geography, Economics, Civics and Government. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about economic activity and patterns in the United States. Content should include, but not be limited to, interpreting economic activity in terms of location, population, demographics, historical change, and land use. Students will study methods of historical inquiry and primary and secondary historical documents.</p> <p><b>Mathematics Benchmark Guidance:</b> Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p><b>Instructional Practices:</b> Teaching from well-written, grade-level</p>

	<p>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:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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**STANDARDS (52)**

**Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

**MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

**MACC.7.SP Statistics and Probability**

MACC.7.SP.2 Draw informal comparative inferences about two populations.

<a href="#"><b>HE.8.P.8.2:</b></a>	<p>Justify a health-enhancing position on a topic and support it with accurate information.</p> <p>Remarks/Examples</p> <p>Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance.</p>
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<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>

<a href="#"><u>SS.7.E.3.1:</u></a>	Explain how international trade requires a system for exchanging currency between and among nations.
<a href="#"><u>SS.7.E.3.2:</u></a>	Assess how the changing value of currency affects trade of goods and services between nations.
<a href="#"><u>SS.7.E.3.3:</u></a>	Compare and contrast a single resource economy with a diversified economy.
<a href="#"><u>SS.7.E.3.4:</u></a>	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.
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas

	clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.7.E.2.2:</u></a>	Describe the banking system in the United States and its impact on the money supply. Remarks/Examples Examples are the Federal Reserve System and privately owned banks.
<a href="#"><u>SS.7.E.2.3:</u></a>	Identify and describe United States laws and regulations adopted to promote economic competition.
<a href="#"><u>SS.7.E.2.4:</u></a>	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
<a href="#"><u>SS.7.E.2.5:</u></a>	Explain how economic institutions impact the national economy. Remarks/Examples Examples are the stock market, banks, credit unions.
<a href="#"><u>LACC.7.SL.1.1:</u></a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and

	<p>reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<a href="#"><u>LACC.7.SL.1.2:</u></a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#"><u>LACC.7.SL.1.3:</u></a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#"><u>LACC.7.SL.2.4:</u></a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>SS.7.C.2.2:</u></a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#"><u>SS.7.C.3.14:</u></a>	Differentiate between local, state, and federal governments' obligations and services.
<a href="#"><u>SS.7.E.1.1:</u></a>	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
<a href="#"><u>SS.7.E.1.2:</u></a>	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.
<a href="#"><u>SS.7.E.1.3:</u></a>	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.
<a href="#"><u>SS.7.E.1.4:</u></a>	Discuss the function of financial institutions in the development of a market economy.
<a href="#"><u>SS.7.E.1.5:</u></a>	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

<p><a href="#"><u>SS.7.E.1.6:</u></a></p>	<p>Compare the national budget process to the personal budget process. Remarks/Examples</p> <p>Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.</p>
<p><a href="#"><u>SS.7.E.2.1:</u></a></p>	<p>Explain how federal, state, and local taxes support the economy as a function of the United States government.</p>
<p><a href="#"><u>SS.7.G.1.1:</u></a></p>	<p>Locate the fifty states and their capital cities in addition to the nation's capital on a map.</p>
<p><a href="#"><u>SS.7.G.1.2:</u></a></p>	<p>Locate on a world map the territories and protectorates of the United States of America. Remarks/Examples</p> <p>Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.</p>
<p><a href="#"><u>SS.7.G.1.3:</u></a></p>	<p>Interpret maps to identify geopolitical divisions and boundaries of places in North America.</p>
<p><a href="#"><u>SS.7.G.2.1:</u></a></p>	<p>Locate major cultural landmarks that are emblematic of the United States. Remarks/Examples</p> <p>Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.</p>
<p><a href="#"><u>SS.7.G.2.2:</u></a></p>	<p>Locate major physical landmarks that are emblematic of the United States. Remarks/Examples</p> <p>Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.</p>
<p><a href="#"><u>SS.7.G.2.3:</u></a></p>	<p>Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.</p>
<p><a href="#"><u>SS.7.G.2.4:</u></a></p>	<p>Describe current major cultural regions of North America.</p>

	<p>Remarks/Examples</p> <p>Examples are the South, Rust-belt, Silicon Valley.</p>
<a href="#"><u>SS.7.G.3.1:</u></a>	Use maps to describe the location, abundance, and variety of natural resources in North America.
<a href="#"><u>SS.7.G.4.1:</u></a>	Use geographic terms and tools to explain cultural diffusion throughout North America.
<a href="#"><u>SS.7.G.4.2:</u></a>	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
<a href="#"><u>SS.7.G.5.1:</u></a>	<p>Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.</p> <p>Remarks/Examples</p> <p>Examples are tri-county mangrove decimation, beach erosion.</p>
<a href="#"><u>SS.7.G.6.1:</u></a>	<p>Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.</p> <p>Remarks/Examples</p> <p>Examples are population density, changes in census data, and district reapportionment over time.</p>



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# Course: M/J Engaged Citizenship through Service Learning 2- 2104020

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## BASIC INFORMATION

<b>Course Title:</b>	M/J Engaged Citizenship through Service Learning 2
<b>Course Number:</b>	2104020
<b>Course Abbreviated Title:</b>	M/J ENG CIT SERVLRN2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Interdisciplinary and Applied Social Studies</a>
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>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.</p> <p>The content should include, but not be limited to, the following:</p> <ol style="list-style-type: none"><li>1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.</li><li>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</li></ol>

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).

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

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.



	<ol style="list-style-type: none"> <li>3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.</li> <li>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.</li> <li>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).</li> <li>6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).</li> <li>7. Provide documentation of activities and the minimum 25 hours of participation in one or more approved service-learning project.</li> </ol> <p>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.</p>
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## STANDARDS (34)

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

<a href="#"><u>HE.7.B.4.2:</u></a>	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.</p> <p>Remarks/Examples</p>
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	Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
<a href="#"><u>HE.7.B.4.3:</u></a>	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <p>Remarks/Examples</p> <p>Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
<a href="#"><u>HE.7.B.5.4:</u></a>	<p>Determine when individual or collaborative decision-making is appropriate.</p> <p>Remarks/Examples</p> <p>Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?</p>
<a href="#"><u>HE.7.C.1.5:</u></a>	<p>Classify infectious agents and their modes of transmission to the human body.</p> <p>Remarks/Examples</p> <p>HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.</p>
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author's point of view or

	purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> </ol>

	<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>LACC.7.SL.1.1:</u></a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward</li> </ul>

	<p>specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<a href="#"><u>LACC.7.SL.1.2:</u></a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#"><u>LACC.7.SL.1.3:</u></a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#"><u>LACC.7.SL.2.4:</u></a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>PE.7.M.1.7:</u></a>	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
<a href="#"><u>PE.7.R.5.1:</u></a>	Identify situations in which peer pressure could negatively impact one's own behavior choices.
<a href="#"><u>PE.7.R.5.2:</u></a>	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
<a href="#"><u>SS.7.C.2.13:</u></a>	Examine multiple perspectives on public and current issues.
<a href="#"><u>SS.7.C.2.14:</u></a>	<p>Conduct a service project to further the public good.</p> <p>Remarks/Examples</p> <p>The project can be at the school, community, state, national, or international level.</p>
<a href="#"><u>SS.7.C.2.3:</u></a>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p>Remarks/Examples</p> <p>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>

<b><u>SS.7.C.3.14:</u></b>	Differentiate between local, state, and federal governments' obligations and services.
<b><u>SS.7.C.4.2:</u></b>	Recognize government and citizen participation in international organizations.
	Remarks/Examples
	Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.



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# Course: M/J Social Studies- 2104000

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## BASIC INFORMATION

<b>Course Title:</b>	M/J Social Studies
<b>Course Number:</b>	2104000
<b>Course Abbreviated Title:</b>	M/J SS
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Interdisciplinary and Applied Social Studies</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>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.</p> <p><b>Mathematics Benchmark Guidance – Social Studies instruction</b></p>

	<p>should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p><b>Instructional Practices</b></p> <p>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:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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**STANDARDS (69)**

**Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

**MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

<a href="#"><u>HE.6.C.2.4:</u></a>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p>
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	Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
<a href="#"><u>LACC.6.SL.1.1:</u></a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol>
<a href="#"><u>LACC.6.SL.1.1a:</u></a>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<a href="#"><u>LACC.6.SL.1.1b:</u></a>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
<a href="#"><u>LACC.6.SL.1.1c:</u></a>	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
<a href="#"><u>LACC.6.SL.1.1d:</u></a>	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<a href="#"><u>LACC.6.SL.1.2:</u></a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#"><u>LACC.6.SL.1.3:</u></a>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

<a href="#"><u>LACC.6.SL.2.4:</u></a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> </ol>

	<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<a href="#"><u>LACC.68.WHST.1.1a:</u></a>	<p>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>
<a href="#"><u>LACC.68.WHST.1.1b:</u></a>	<p>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>
<a href="#"><u>LACC.68.WHST.1.1c:</u></a>	<p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>
<a href="#"><u>LACC.68.WHST.1.1d:</u></a>	<p>Establish and maintain a formal style.</p>
<a href="#"><u>LACC.68.WHST.1.1e:</u></a>	<p>Provide a concluding statement or section that follows from and supports the argument presented.</p>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2a:</u></a>	<p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings),</p>

	graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<a href="#"><u>LACC.68.WHST.1.2b:</u></a>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<a href="#"><u>LACC.68.WHST.1.2c:</u></a>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<a href="#"><u>LACC.68.WHST.1.2d:</u></a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<a href="#"><u>LACC.68.WHST.1.2e:</u></a>	Establish and maintain a formal style and objective tone.
<a href="#"><u>LACC.68.WHST.1.2f:</u></a>	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p><b><u>SS.6.C.1.1:</u></b></p>	<p>Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy. Remarks/Examples</p> <p>Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.</p>
<p><b><u>SS.6.C.1.2:</u></b></p>	<p>Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</p>
<p><b><u>SS.6.C.2.1:</u></b></p>	<p>Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</p>
<p><b><u>SS.6.E.1.1:</u></b></p>	<p>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</p>
<p><b><u>SS.6.E.1.3:</u></b></p>	<p>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).</p>
<p><b><u>SS.6.E.2.1:</u></b></p>	<p>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.</p>
<p><b><u>SS.6.E.3.1:</u></b></p>	<p>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.</p>
<p><b><u>SS.6.E.3.2:</u></b></p>	<p>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</p>
<p><b><u>SS.6.E.3.3:</u></b></p>	<p>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</p>
<p><b><u>SS.6.E.3.4:</u></b></p>	<p>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</p>
<p><b><u>SS.6.G.1.1:</u></b></p>	<p>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</p>
<p><b><u>SS.6.G.1.2:</u></b></p>	<p>Analyze the purposes of map projections (political, physical, special</p>

	purpose) and explain the applications of various types of maps.
<a href="#"><u>SS.6.G.1.3:</u></a>	Identify natural wonders of the ancient world. Remarks/Examples Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
<a href="#"><u>SS.6.G.1.4:</u></a>	Utilize tools geographers use to study the world. Remarks/Examples Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
<a href="#"><u>SS.6.G.1.5:</u></a>	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
<a href="#"><u>SS.6.G.1.6:</u></a>	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Remarks/Examples Examples are major rivers, seas, oceans.
<a href="#"><u>SS.6.G.2.1:</u></a>	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.
<a href="#"><u>SS.6.G.2.2:</u></a>	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Remarks/Examples Examples are city-states, provinces, kingdoms, empires.
<a href="#"><u>SS.6.G.2.5:</u></a>	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Remarks/Examples Examples are China limits and Greece invites.
<a href="#"><u>SS.6.G.2.6:</u></a>	Explain the concept of cultural diffusion, and identify the influences

	<p>of different ancient cultures on one another.</p> <p>Remarks/Examples</p> <p>Examples are Phoenicia on Greece and Greece on Rome.</p>
<a href="#"><u>SS.6.G.3.2:</u></a>	<p>Analyze the impact of human populations on the ancient world's ecosystems.</p> <p>Remarks/Examples</p> <p>Examples are desertification, deforestation, abuse of resources, erosion.</p>
<a href="#"><u>SS.6.G.4.1:</u></a>	<p>Explain how family and ethnic relationships influenced ancient cultures.</p>
<a href="#"><u>SS.6.G.4.2:</u></a>	<p>Use maps to trace significant migrations, and analyze their results.</p> <p>Remarks/Examples</p> <p>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</p>
<a href="#"><u>SS.6.G.4.3:</u></a>	<p>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.</p>
<a href="#"><u>SS.6.G.5.1:</u></a>	<p>Identify the methods used to compensate for the scarcity of resources in the ancient world.</p> <p>Remarks/Examples</p> <p>Examples are water in the Middle East, fertile soil, fuel.</p>
<a href="#"><u>SS.6.G.6.1:</u></a>	<p>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.</p>
<a href="#"><u>SS.6.G.6.2:</u></a>	<p>Compare maps of the world in ancient times with current political maps.</p>
<a href="#"><u>SS.6.W.1.1:</u></a>	<p>Use timelines to identify chronological order of historical events.</p>
<a href="#"><u>SS.6.W.1.3:</u></a>	<p>Interpret primary and secondary sources.</p> <p>Remarks/Examples</p> <p>Examples are artifacts, images, auditory sources, written sources.</p>

<p><b><u>SS.6.W.1.4:</u></b></p>	<p>Describe the methods of historical inquiry and how history relates to the other social sciences.</p> <p>Remarks/Examples</p> <hr/> <p>Examples are archaeology, geography, political science, economics.</p> <hr/>
<p><b><u>SS.6.W.1.6:</u></b></p>	<p>Describe how history transmits culture and heritage and provides models of human character.</p>



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# Course: M/J Florida: Challenges and Choices-2103050

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4494.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Florida: Challenges and Choices
<b>Course Number:</b>	2103050
<b>Course Abbreviated Title:</b>	M/J FLORIDA:CHA&CHOI
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Geography</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>M/J Florida</b> - The social studies curriculum for this course consists of the following content area strands: American History, Geography, Economics, Civics and Government. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to understand the universal issues which impact the state of Florida. A framework of physical, historical, cultural, political, and economic geography will be used to focus on issues common to the local community, the state, the nation, and internationally. Content should include, but not be limited to the use of renewable and nonrenewable resources, land appropriation, urban growth and the developing rural areas, demographics, migration, allocating public and private resources, economy and industry, public, private and government services, and the growth of international trade. Students will study methods of historical inquiry and primary and secondary historical documents.</p>

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

**Special Note:** 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.

### **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).

## **STANDARDS (69)**

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

## MACC.6.SP Statistics and Probability

MACC.6.SP.1 Summarize and describe distributions.

<a href="#"><u>HE.6.C.2.4:</u></a>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
<a href="#"><u>LACC.68.RH.1.1:</u></a>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>
<a href="#"><u>LACC.68.RH.1.2:</u></a>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<a href="#"><u>LACC.68.RH.1.3:</u></a>	<p>Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>
<a href="#"><u>LACC.68.RH.2.4:</u></a>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<a href="#"><u>LACC.68.RH.2.5:</u></a>	<p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>
<a href="#"><u>LACC.68.RH.2.6:</u></a>	<p>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>
<a href="#"><u>LACC.68.RH.3.7:</u></a>	<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<a href="#"><u>LACC.68.RH.3.8:</u></a>	<p>Distinguish among fact, opinion, and reasoned judgment in a text.</p>
<a href="#"><u>LACC.68.RH.3.9:</u></a>	<p>Analyze the relationship between a primary and secondary source on the same topic.</p>
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"><li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li><li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li></ol>

	<ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<a href="#"><u>LACC.68.WHST.1.1a:</u></a>	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<a href="#"><u>LACC.68.WHST.1.1b:</u></a>	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
<a href="#"><u>LACC.68.WHST.1.1c:</u></a>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<a href="#"><u>LACC.68.WHST.1.1d:</u></a>	Establish and maintain a formal style.
<a href="#"><u>LACC.68.WHST.1.1e:</u></a>	Provide a concluding statement or section that follows from and supports the argument presented.
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>

<a href="#"><u>LACC.68.WHST.1.2a:</u></a>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<a href="#"><u>LACC.68.WHST.1.2b:</u></a>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<a href="#"><u>LACC.68.WHST.1.2c:</u></a>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<a href="#"><u>LACC.68.WHST.1.2d:</u></a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<a href="#"><u>LACC.68.WHST.1.2e:</u></a>	Establish and maintain a formal style and objective tone.
<a href="#"><u>LACC.68.WHST.1.2f:</u></a>	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p><a href="#"><u>LACC.8.SL.1.1:</u></a></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>
<p><a href="#"><u>LACC.8.SL.1.1a:</u></a></p>	<p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>
<p><a href="#"><u>LACC.8.SL.1.1b:</u></a></p>	<p>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>
<p><a href="#"><u>LACC.8.SL.1.1c:</u></a></p>	<p>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>
<p><a href="#"><u>LACC.8.SL.1.1d:</u></a></p>	<p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<p><a href="#"><u>LACC.8.SL.1.2:</u></a></p>	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p><a href="#"><u>LACC.8.SL.1.3:</u></a></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>

<a href="#"><u>LACC.8.SL.2.4:</u></a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>SS.8.A.1.1:</u></a>	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. Remarks/Examples Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fl DOE.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fl DOE.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a> .
<a href="#"><u>SS.8.A.1.2:</u></a>	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
<a href="#"><u>SS.8.A.1.3:</u></a>	Analyze current events relevant to American History topics through a variety of electronic and print media resources. Remarks/Examples Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.
<a href="#"><u>SS.8.A.1.4:</u></a>	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
<a href="#"><u>SS.8.A.1.5:</u></a>	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
<a href="#"><u>SS.8.A.1.6:</u></a>	Compare interpretations of key events and issues throughout American History. Remarks/Examples Examples may include, but are not limited to, historiography.
<a href="#"><u>SS.8.A.1.7:</u></a>	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
<a href="#"><u>SS.8.C.1.1:</u></a>	Identify the constitutional provisions for establishing citizenship.
<a href="#"><u>SS.8.C.1.5:</u></a>	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
<a href="#"><u>SS.8.C.1.6:</u></a>	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

<p><a href="#"><u>SS.8.E.1.1:</u></a></p>	<p>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.</p> <p>Remarks/Examples</p> <p>Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.</p>
<p><a href="#"><u>SS.8.E.2.1:</u></a></p>	<p>Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</p>
<p><a href="#"><u>SS.8.E.2.2:</u></a></p>	<p>Explain the economic impact of government policies.</p> <p>Remarks/Examples</p> <p>Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.</p>
<p><a href="#"><u>SS.8.E.2.3:</u></a></p>	<p>Assess the role of Africans and other minority groups in the economic development of the United States.</p>
<p><a href="#"><u>SS.8.E.3.1:</u></a></p>	<p>Evaluate domestic and international interdependence.</p> <p>Remarks/Examples</p> <p>Examples are triangular trade routes and regional exchange of resources.</p>
<p><a href="#"><u>SS.8.G.1.1:</u></a></p>	<p>Use maps to explain physical and cultural attributes of major regions throughout American history.</p>
<p><a href="#"><u>SS.8.G.1.2:</u></a></p>	<p>Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.</p>
<p><a href="#"><u>SS.8.G.2.1:</u></a></p>	<p>Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.</p> <p>Remarks/Examples</p> <p>Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.</p>
<p><a href="#"><u>SS.8.G.2.2:</u></a></p>	<p>Use geographic terms and tools to analyze case studies of regional</p>



	<p>issues in different parts of the United States that have had critical economic, physical, or political ramifications.</p> <p>Remarks/Examples</p> <p>Examples are cataclysmic natural disasters, shipwrecks.</p>
<a href="#"><u>SS.8.G.2.3:</u></a>	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
<a href="#"><u>SS.8.G.3.1:</u></a>	Locate and describe in geographic terms the major ecosystems of the United States.
<a href="#"><u>SS.8.G.3.2:</u></a>	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.
<a href="#"><u>SS.8.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place in the United States throughout its history.
<a href="#"><u>SS.8.G.4.2:</u></a>	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.
<a href="#"><u>SS.8.G.4.3:</u></a>	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
<a href="#"><u>SS.8.G.4.4:</u></a>	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.
<a href="#"><u>SS.8.G.4.5:</u></a>	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.
<a href="#"><u>SS.8.G.4.6:</u></a>	Use political maps to describe changes in boundaries and governance throughout American history.
<a href="#"><u>SS.8.G.5.1:</u></a>	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
<a href="#"><u>SS.8.G.5.2:</u></a>	<p>Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.</p> <p>Remarks/Examples</p> <p>Examples are deforestation, urbanization, agriculture.</p>

<p><b><u>SS.8.G.6.1:</u></b></p>	<p>Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.</p>
<p><b><u>SS.8.G.6.2:</u></b></p>	<p>Illustrate places and events in U.S. history through the use of narratives and graphic representations.</p> <p>Remarks/Examples</p> <hr/> <p>Examples are maps, graphs, tables.</p> <hr/>



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# Course: M/J Geography: Europe and The Americas & Career Planning- 2103042

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4487.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Geography: Europe and The Americas & Career Planning
<b>Course Number:</b>	2103042
<b>Course Abbreviated Title:</b>	M/J GEOG: EUR/AM C/P
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Geography</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<b>M/J Geography</b> - The social studies curriculum for this course consists of the following content area strands: World History, American 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 Europe and the Americas. 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.

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

**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; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

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:** 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.
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).

## STANDARDS (97)

### Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

MACC.6.SP Statistics and Probability

MACC.6.SP.1 Summarize and describe distributions.

[HE.6.C.2.4:](#)

Investigate school and public health policies that influence health promotion and disease prevention.

Remarks/Examples

Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

[MACC.6.SI.1.1:](#)

Engage effectively in a range of collaborative discussions (one-on-

	<p>one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol>
<a href="#"><u>LACC.6.SL.1.1a:</u></a>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<a href="#"><u>LACC.6.SL.1.1b:</u></a>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
<a href="#"><u>LACC.6.SL.1.1c:</u></a>	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
<a href="#"><u>LACC.6.SL.1.1d:</u></a>	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<a href="#"><u>LACC.6.SL.1.2:</u></a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#"><u>LACC.6.SL.1.3:</u></a>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#"><u>LACC.6.SL.2.4:</u></a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>

<a href="#"><u>LACC.68.WHST.1.1a:</u></a>	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<a href="#"><u>LACC.68.WHST.1.1b:</u></a>	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
<a href="#"><u>LACC.68.WHST.1.1c:</u></a>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<a href="#"><u>LACC.68.WHST.1.1d:</u></a>	Establish and maintain a formal style.
<a href="#"><u>LACC.68.WHST.1.1e:</u></a>	Provide a concluding statement or section that follows from and supports the argument presented.
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2a:</u></a>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<a href="#"><u>LACC.68.WHST.1.2b:</u></a>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.



<a href="#"><u>LACC.68.WHST.1.2c:</u></a>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<a href="#"><u>LACC.68.WHST.1.2d:</u></a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<a href="#"><u>LACC.68.WHST.1.2e:</u></a>	Establish and maintain a formal style and objective tone.
<a href="#"><u>LACC.68.WHST.1.2f:</u></a>	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.6.E.1.1:</u></a>	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
<a href="#"><u>SS.6.E.1.3:</u></a>	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).
<a href="#"><u>SS.6.F.2.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.2:</u></a>	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
<a href="#"><u>SS.6.E.3.3:</u></a>	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
<a href="#"><u>SS.6.E.3.4:</u></a>	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
<a href="#"><u>SS.6.G.1.1:</u></a>	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
<a href="#"><u>SS.6.G.1.2:</u></a>	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
<a href="#"><u>SS.6.G.1.3:</u></a>	Identify natural wonders of the ancient world. Remarks/Examples Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
<a href="#"><u>SS.6.G.1.4:</u></a>	Utilize tools geographers use to study the world. Remarks/Examples Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
<a href="#"><u>SS.6.G.1.5:</u></a>	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
<a href="#"><u>SS.6.G.1.6:</u></a>	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Remarks/Examples Examples are major rivers, seas, oceans.

<p><b><u>SS.6.G.1.7:</u></b></p>	<p>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</p> <p>Remarks/Examples</p> <p>Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</p>
<p><b><u>SS.6.G.2.1:</u></b></p>	<p>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.</p>
<p><b><u>SS.6.G.2.2:</u></b></p>	<p>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</p> <p>Remarks/Examples</p> <p>Examples are city-states, provinces, kingdoms, empires.</p>
<p><b><u>SS.6.G.2.3:</u></b></p>	<p>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].</p>
<p><b><u>SS.6.G.2.4:</u></b></p>	<p>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</p> <p>Remarks/Examples</p> <p>Examples are Egypt, Rome, Greece, China, Kush.</p>
<p><b><u>SS.6.G.2.5:</u></b></p>	<p>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</p> <p>Remarks/Examples</p> <p>Examples are China limits and Greece invites.</p>
<p><b><u>SS.6.G.2.6:</u></b></p>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</p> <p>Remarks/Examples</p> <p>Examples are Phoenicia on Greece and Greece on Rome.</p>

<a href="#"><u>SS.6.G.2.7:</u></a>	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
<a href="#"><u>SS.6.G.3.1:</u></a>	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. Remarks/Examples Examples are terracing, seasonal crop rotations, resource development.
<a href="#"><u>SS.6.G.3.2:</u></a>	Analyze the impact of human populations on the ancient world's ecosystems. Remarks/Examples Examples are desertification, deforestation, abuse of resources, erosion.
<a href="#"><u>SS.6.G.4.1:</u></a>	Explain how family and ethnic relationships influenced ancient cultures.
<a href="#"><u>SS.6.G.4.2:</u></a>	Use maps to trace significant migrations, and analyze their results. Remarks/Examples Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.
<a href="#"><u>SS.6.G.4.3:</u></a>	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.
<a href="#"><u>SS.6.G.4.4:</u></a>	Map and analyze the impact of the spread of various belief systems in the ancient world. Remarks/Examples Examples are Buddhism, Christianity, Judaism.
<a href="#"><u>SS.6.G.5.1:</u></a>	Identify the methods used to compensate for the scarcity of resources in the ancient world. Remarks/Examples Examples are water in the Middle East, fertile soil, fuel.
<a href="#"><u>SS.6.G.5.2:</u></a>	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other

	transportation linkages.
<a href="#"><u>SS.6.G.5.3:</u></a>	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. Remarks/Examples Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
<a href="#"><u>SS.6.G.6.1:</u></a>	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.
<a href="#"><u>SS.6.G.6.2:</u></a>	Compare maps of the world in ancient times with current political maps.
<a href="#"><u>SS.6.W.1.1:</u></a>	Use timelines to identify chronological order of historical events.
<a href="#"><u>SS.6.W.1.3:</u></a>	Interpret primary and secondary sources. Remarks/Examples Examples are artifacts, images, auditory sources, written sources.
<a href="#"><u>SS.6.W.1.4:</u></a>	Describe the methods of historical inquiry and how history relates to the other social sciences. Remarks/Examples Examples are archaeology, geography, political science, economics.
<a href="#"><u>SS.6.W.1.5:</u></a>	Describe the roles of historians and recognize varying historical interpretations (historiography).
<a href="#"><u>SS.6.W.1.6:</u></a>	Describe how history transmits culture and heritage and provides models of human character.
<a href="#"><u>SS.6.W.2.1:</u></a>	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
<a href="#"><u>SS.6.W.2.2:</u></a>	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
<a href="#"><u>SS.6.W.2.3:</u></a>	Identify the characteristics of civilization. Remarks/Examples Examples are urbanization, specialized labor, advanced technology,

	government and religious institutions, social classes.
<a href="#"><u>SS.6.W.2.4:</u></a>	Compare the economic, political, social, and religious institutions of ancient river civilizations. Remarks/Examples Examples are Nile, Tigris-Euphrates, Indus, Huang He.
<a href="#"><u>SS.6.W.3.1:</u></a>	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).
<a href="#"><u>SS.6.W.3.13:</u></a>	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. Remarks/Examples Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.
<a href="#"><u>SS.6.W.3.14:</u></a>	Describe the key achievements and contributions of Roman civilization. Remarks/Examples Examples are art and architecture, engineering, law, literature, technology.
<a href="#"><u>SS.6.W.3.17:</u></a>	Explain the spread and influence of the Latin language on Western Civilization. Remarks/Examples Examples are education, law, medicine, religion, science.
<a href="#"><u>SS.6.W.3.5:</u></a>	Summarize the important achievements and contributions of ancient Greek civilization. Remarks/Examples Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.
<a href="#"><u>SS.6.W.3.7:</u></a>	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

	<p>Remarks/Examples</p> <p>Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.</p>
<a href="#"><u>SS.6.W.4.10:</u></a>	<p>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.</p>
<a href="#"><u>SS.7.G.1.1:</u></a>	<p>Locate the fifty states and their capital cities in addition to the nation's capital on a map.</p>
<a href="#"><u>SS.7.G.1.2:</u></a>	<p>Locate on a world map the territories and protectorates of the United States of America.</p> <p>Remarks/Examples</p> <p>Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.</p>
<a href="#"><u>SS.7.G.1.3:</u></a>	<p>Interpret maps to identify geopolitical divisions and boundaries of places in North America.</p>
<a href="#"><u>SS.7.G.2.1:</u></a>	<p>Locate major cultural landmarks that are emblematic of the United States.</p> <p>Remarks/Examples</p> <p>Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.</p>
<a href="#"><u>SS.7.G.2.2:</u></a>	<p>Locate major physical landmarks that are emblematic of the United States.</p> <p>Remarks/Examples</p> <p>Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.</p>
<a href="#"><u>SS.7.G.2.3:</u></a>	<p>Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.</p>
<a href="#"><u>SS.7.G.2.4:</u></a>	<p>Describe current major cultural regions of North America.</p> <p>Remarks/Examples</p>

	Examples are the South, Rust-belt, Silicon Valley.
<a href="#"><u>SS.7.G.3.1:</u></a>	Use maps to describe the location, abundance, and variety of natural resources in North America.
<a href="#"><u>SS.7.G.4.1:</u></a>	Use geographic terms and tools to explain cultural diffusion throughout North America.
<a href="#"><u>SS.7.G.4.2:</u></a>	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
<a href="#"><u>SS.7.G.5.1:</u></a>	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community. Remarks/Examples Examples are tri-county mangrove decimation, beach erosion.
<a href="#"><u>SS.7.G.6.1:</u></a>	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States. Remarks/Examples Examples are population density, changes in census data, and district reapportionment over time.



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# Course: M/J Geography: Europe and The Americas- 2103040

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## BASIC INFORMATION

<b>Course Title:</b>	M/J Geography: Europe and The Americas
<b>Course Number:</b>	2103040
<b>Course Abbreviated Title:</b>	M/J GEOG: EUR & AM
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Geography</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<b>M/J Geography</b> - The social studies curriculum for this course consists of the following content area strands: World History, American 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 Europe and the Americas. 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.

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

**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.
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).

**Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

**MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

<p><b><u>HE.6.C.2.4:</u></b></p>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
<p><b><u>LACC.6.SL.1.1:</u></b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li><li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li><li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li></ul>
<p><b><u>LACC.6.SL.1.1a:</u></b></p>	<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>
<p><b><u>LACC.6.SL.1.1b:</u></b></p>	<p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>

<a href="#"><u>LACC.6.SL.1.1c:</u></a>	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
<a href="#"><u>LACC.6.SL.1.1d:</u></a>	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<a href="#"><u>LACC.6.SL.1.2:</u></a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#"><u>LACC.6.SL.1.3:</u></a>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#"><u>LACC.6.SL.2.4:</u></a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.

<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.1a:</u></a>	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<a href="#"><u>LACC.68.WHST.1.1b:</u></a>	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
<a href="#"><u>LACC.68.WHST.1.1c:</u></a>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<a href="#"><u>LACC.68.WHST.1.1d:</u></a>	Establish and maintain a formal style.
<a href="#"><u>LACC.68.WHST.1.1e:</u></a>	Provide a concluding statement or section that follows from and supports the argument presented.
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts,</li> </ol>

	<p>definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<a href="#"><u>LACC.68.WHST.1.2a:</u></a>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<a href="#"><u>LACC.68.WHST.1.2b:</u></a>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<a href="#"><u>LACC.68.WHST.1.2c:</u></a>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<a href="#"><u>LACC.68.WHST.1.2d:</u></a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<a href="#"><u>LACC.68.WHST.1.2e:</u></a>	Establish and maintain a formal style and objective tone.
<a href="#"><u>LACC.68.WHST.1.2f:</u></a>	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating

	additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.6.E.1.1:</u></a>	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
<a href="#"><u>SS.6.E.1.3:</u></a>	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).
<a href="#"><u>SS.6.E.2.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.2:</u></a>	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
<a href="#"><u>SS.6.E.3.3:</u></a>	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
<a href="#"><u>SS.6.E.3.4:</u></a>	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
<a href="#"><u>SS.6.G.1.1:</u></a>	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
<a href="#"><u>SS.6.G.1.2:</u></a>	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
<a href="#"><u>SS.6.G.1.3:</u></a>	Identify natural wonders of the ancient world. Remarks/Examples

	<p>Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</p>
<a href="#"><u>SS.6.G.1.4:</u></a>	<p>Utilize tools geographers use to study the world.</p> <p>Remarks/Examples</p> <p>Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</p>
<a href="#"><u>SS.6.G.1.5:</u></a>	<p>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</p>
<a href="#"><u>SS.6.G.1.6:</u></a>	<p>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</p> <p>Remarks/Examples</p> <p>Examples are major rivers, seas, oceans.</p>
<a href="#"><u>SS.6.G.1.7:</u></a>	<p>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</p> <p>Remarks/Examples</p> <p>Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</p>
<a href="#"><u>SS.6.G.2.1:</u></a>	<p>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.</p>
<a href="#"><u>SS.6.G.2.2:</u></a>	<p>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</p> <p>Remarks/Examples</p> <p>Examples are city-states, provinces, kingdoms, empires.</p>
<a href="#"><u>SS.6.G.2.3:</u></a>	<p>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt],</p>



	Indus and Ganges [Ancient India], and Huang He [Ancient China].
<a href="#"><u>SS.6.G.2.4:</u></a>	<p>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. Remarks/Examples</p> <p>Examples are Egypt, Rome, Greece, China, Kush.</p>
<a href="#"><u>SS.6.G.2.5:</u></a>	<p>Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Remarks/Examples</p> <p>Examples are China limits and Greece invites.</p>
<a href="#"><u>SS.6.G.2.6:</u></a>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Remarks/Examples</p> <p>Examples are Phoenicia on Greece and Greece on Rome.</p>
<a href="#"><u>SS.6.G.2.7:</u></a>	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
<a href="#"><u>SS.6.G.3.1:</u></a>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. Remarks/Examples</p> <p>Examples are terracing, seasonal crop rotations, resource development.</p>
<a href="#"><u>SS.6.G.3.2:</u></a>	<p>Analyze the impact of human populations on the ancient world's ecosystems. Remarks/Examples</p> <p>Examples are desertification, deforestation, abuse of resources, erosion.</p>
<a href="#"><u>SS.6.G.4.1:</u></a>	Explain how family and ethnic relationships influenced ancient cultures.
<a href="#"><u>SS.6.G.4.2:</u></a>	<p>Use maps to trace significant migrations, and analyze their results. Remarks/Examples</p> <p>Examples are prehistoric Asians to the Americas, Aryans in Asia,</p>

	Germanic tribes throughout Europe.
<a href="#"><u>SS.6.G.4.3:</u></a>	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.
<a href="#"><u>SS.6.G.4.4:</u></a>	Map and analyze the impact of the spread of various belief systems in the ancient world. Remarks/Examples Examples are Buddhism, Christianity, Judaism.
<a href="#"><u>SS.6.G.5.1:</u></a>	Identify the methods used to compensate for the scarcity of resources in the ancient world. Remarks/Examples Examples are water in the Middle East, fertile soil, fuel.
<a href="#"><u>SS.6.G.5.2:</u></a>	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
<a href="#"><u>SS.6.G.5.3:</u></a>	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. Remarks/Examples Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
<a href="#"><u>SS.6.G.6.1:</u></a>	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.
<a href="#"><u>SS.6.G.6.2:</u></a>	Compare maps of the world in ancient times with current political maps.
<a href="#"><u>SS.6.W.1.1:</u></a>	Use timelines to identify chronological order of historical events.
<a href="#"><u>SS.6.W.1.3:</u></a>	Interpret primary and secondary sources. Remarks/Examples Examples are artifacts, images, auditory sources, written sources.

<p><b><u>SS.6.W.1.4:</u></b></p>	<p>Describe the methods of historical inquiry and how history relates to the other social sciences.</p> <p>Remarks/Examples</p> <p>Examples are archaeology, geography, political science, economics.</p>
<p><b><u>SS.6.W.1.5:</u></b></p>	<p>Describe the roles of historians and recognize varying historical interpretations (historiography).</p>
<p><b><u>SS.6.W.1.6:</u></b></p>	<p>Describe how history transmits culture and heritage and provides models of human character.</p>
<p><b><u>SS.6.W.2.1:</u></b></p>	<p>Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.</p>
<p><b><u>SS.6.W.2.2:</u></b></p>	<p>Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.</p>
<p><b><u>SS.6.W.2.3:</u></b></p>	<p>Identify the characteristics of civilization.</p> <p>Remarks/Examples</p> <p>Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.</p>
<p><b><u>SS.6.W.2.4:</u></b></p>	<p>Compare the economic, political, social, and religious institutions of ancient river civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Nile, Tigris-Euphrates, Indus, Huang He.</p>
<p><b><u>SS.6.W.3.1:</u></b></p>	<p>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).</p>
<p><b><u>SS.6.W.3.13:</u></b></p>	<p>Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</p> <p>Remarks/Examples</p> <p>Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.</p>
<p><b><u>SS.6.W.3.14:</u></b></p>	<p>Describe the key achievements and contributions of Roman civilization.</p>

	<p>Remarks/Examples</p> <p>Examples are art and architecture, engineering, law, literature, technology.</p>
<a href="#"><u>SS.6.W.3.17:</u></a>	<p>Explain the spread and influence of the Latin language on Western Civilization.</p> <p>Remarks/Examples</p> <p>Examples are education, law, medicine, religion, science.</p>
<a href="#"><u>SS.6.W.3.5:</u></a>	<p>Summarize the important achievements and contributions of ancient Greek civilization.</p> <p>Remarks/Examples</p> <p>Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.</p>
<a href="#"><u>SS.6.W.3.7:</u></a>	<p>Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.</p> <p>Remarks/Examples</p> <p>Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.</p>
<a href="#"><u>SS.6.W.4.10:</u></a>	<p>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.</p>
<a href="#"><u>SS.7.G.1.1:</u></a>	<p>Locate the fifty states and their capital cities in addition to the nation's capital on a map.</p>
<a href="#"><u>SS.7.G.1.2:</u></a>	<p>Locate on a world map the territories and protectorates of the United States of America.</p> <p>Remarks/Examples</p> <p>Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.</p>
<a href="#"><u>SS.7.G.1.3:</u></a>	<p>Interpret maps to identify geopolitical divisions and boundaries of places in North America.</p>
<a href="#"><u>SS.7.G.2.1:</u></a>	<p>Locate major cultural landmarks that are emblematic of the United</p>

	States. Remarks/Examples Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.
<a href="#"><u>SS.7.G.2.2:</u></a>	Locate major physical landmarks that are emblematic of the United States. Remarks/Examples Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.
<a href="#"><u>SS.7.G.2.3:</u></a>	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
<a href="#"><u>SS.7.G.2.4:</u></a>	Describe current major cultural regions of North America. Remarks/Examples Examples are the South, Rust-belt, Silicon Valley.
<a href="#"><u>SS.7.G.3.1:</u></a>	Use maps to describe the location, abundance, and variety of natural resources in North America.
<a href="#"><u>SS.7.G.4.1:</u></a>	Use geographic terms and tools to explain cultural diffusion throughout North America.
<a href="#"><u>SS.7.G.4.2:</u></a>	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
<a href="#"><u>SS.7.G.5.1:</u></a>	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community. Remarks/Examples Examples are tri-county mangrove decimation, beach erosion.
<a href="#"><u>SS.7.G.6.1:</u></a>	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States. Remarks/Examples Examples are population density, changes in census data, and

	district reapportionment over time.
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# Course: M/J Geography: Asia, Oceania, Africa-2103030

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## BASIC INFORMATION

<b>Course Title:</b>	M/J Geography: Asia, Oceania, Africa
<b>Course Number:</b>	2103030
<b>Course Abbreviated Title:</b>	M/J GEOG: AS, OC, AF
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Geography</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<b>M/J Geography</b> - 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.

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

**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.
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).



**Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

**MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

<p><b><u>HE.6.C.2.4:</u></b></p>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
<p><b><u>LACC.6.SL.1.1:</u></b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li><li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li><li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li></ul>
<p><b><u>LACC.6.SL.1.1a:</u></b></p>	<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>
<p><b><u>LACC.6.SL.1.1b:</u></b></p>	<p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>

<a href="#"><u>LACC.6.SL.1.1c:</u></a>	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
<a href="#"><u>LACC.6.SL.1.1d:</u></a>	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<a href="#"><u>LACC.6.SL.1.2:</u></a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#"><u>LACC.6.SL.1.3:</u></a>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#"><u>LACC.6.SL.2.4:</u></a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.

<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.1a:</u></a>	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<a href="#"><u>LACC.68.WHST.1.1b:</u></a>	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
<a href="#"><u>LACC.68.WHST.1.1c:</u></a>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<a href="#"><u>LACC.68.WHST.1.1d:</u></a>	Establish and maintain a formal style.
<a href="#"><u>LACC.68.WHST.1.1e:</u></a>	Provide a concluding statement or section that follows from and supports the argument presented.
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts,</li> </ol>

	<p>definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<a href="#"><u>LACC.68.WHST.1.2a:</u></a>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<a href="#"><u>LACC.68.WHST.1.2b:</u></a>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<a href="#"><u>LACC.68.WHST.1.2c:</u></a>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<a href="#"><u>LACC.68.WHST.1.2d:</u></a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<a href="#"><u>LACC.68.WHST.1.2e:</u></a>	Establish and maintain a formal style and objective tone.
<a href="#"><u>LACC.68.WHST.1.2f:</u></a>	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating

	additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.6.E.1.1:</u></a>	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
<a href="#"><u>SS.6.E.1.3:</u></a>	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).
<a href="#"><u>SS.6.E.2.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.2:</u></a>	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
<a href="#"><u>SS.6.E.3.3:</u></a>	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
<a href="#"><u>SS.6.E.3.4:</u></a>	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
<a href="#"><u>SS.6.G.1.1:</u></a>	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
<a href="#"><u>SS.6.G.1.2:</u></a>	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
<a href="#"><u>SS.6.G.1.3:</u></a>	Identify natural wonders of the ancient world. Remarks/Examples

	<p>Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</p>
<a href="#"><u>SS.6.G.1.4:</u></a>	<p>Utilize tools geographers use to study the world. Remarks/Examples</p> <p>Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</p>
<a href="#"><u>SS.6.G.1.5:</u></a>	<p>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</p>
<a href="#"><u>SS.6.G.1.6:</u></a>	<p>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Remarks/Examples</p> <p>Examples are major rivers, seas, oceans.</p>
<a href="#"><u>SS.6.G.1.7:</u></a>	<p>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Remarks/Examples</p> <p>Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</p>
<a href="#"><u>SS.6.G.2.1:</u></a>	<p>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.</p>
<a href="#"><u>SS.6.G.2.2:</u></a>	<p>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Remarks/Examples</p> <p>Examples are city-states, provinces, kingdoms, empires.</p>
<a href="#"><u>SS.6.G.2.3:</u></a>	<p>Analyze the relationship of physical geography to the development of ancient river valley civilizations. Remarks/Examples</p> <p>Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt],</p>

	Indus and Ganges [Ancient India], and Huang He [Ancient China].
<a href="#"><u>SS.6.G.2.4:</u></a>	<p>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. Remarks/Examples</p> <p>Examples are Egypt, Rome, Greece, China, Kush.</p>
<a href="#"><u>SS.6.G.2.5:</u></a>	<p>Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Remarks/Examples</p> <p>Examples are China limits and Greece invites.</p>
<a href="#"><u>SS.6.G.2.6:</u></a>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Remarks/Examples</p> <p>Examples are Phoenicia on Greece and Greece on Rome.</p>
<a href="#"><u>SS.6.G.2.7:</u></a>	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
<a href="#"><u>SS.6.G.3.1:</u></a>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. Remarks/Examples</p> <p>Examples are terracing, seasonal crop rotations, resource development.</p>
<a href="#"><u>SS.6.G.3.2:</u></a>	<p>Analyze the impact of human populations on the ancient world's ecosystems. Remarks/Examples</p> <p>Examples are desertification, deforestation, abuse of resources, erosion.</p>
<a href="#"><u>SS.6.G.4.1:</u></a>	Explain how family and ethnic relationships influenced ancient cultures.
<a href="#"><u>SS.6.G.4.2:</u></a>	<p>Use maps to trace significant migrations, and analyze their results. Remarks/Examples</p> <p>Examples are prehistoric Asians to the Americas, Aryans in Asia,</p>

	Germanic tribes throughout Europe.
<a href="#"><u>SS.6.G.4.3:</u></a>	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.
<a href="#"><u>SS.6.G.4.4:</u></a>	Map and analyze the impact of the spread of various belief systems in the ancient world. Remarks/Examples Examples are Buddhism, Christianity, Judaism.
<a href="#"><u>SS.6.G.5.1:</u></a>	Identify the methods used to compensate for the scarcity of resources in the ancient world. Remarks/Examples Examples are water in the Middle East, fertile soil, fuel.
<a href="#"><u>SS.6.G.5.2:</u></a>	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
<a href="#"><u>SS.6.G.5.3:</u></a>	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. Remarks/Examples Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
<a href="#"><u>SS.6.G.6.1:</u></a>	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.
<a href="#"><u>SS.6.G.6.2:</u></a>	Compare maps of the world in ancient times with current political maps.
<a href="#"><u>SS.6.W.1.1:</u></a>	Use timelines to identify chronological order of historical events.
<a href="#"><u>SS.6.W.1.3:</u></a>	Interpret primary and secondary sources. Remarks/Examples Examples are artifacts, images, auditory sources, written sources.



<p><b><u>SS.6.W.1.4:</u></b></p>	<p>Describe the methods of historical inquiry and how history relates to the other social sciences. Remarks/Examples</p> <p>Examples are archaeology, geography, political science, economics.</p>
<p><b><u>SS.6.W.1.5:</u></b></p>	<p>Describe the roles of historians and recognize varying historical interpretations (historiography).</p>
<p><b><u>SS.6.W.1.6:</u></b></p>	<p>Describe how history transmits culture and heritage and provides models of human character.</p>
<p><b><u>SS.6.W.2.1:</u></b></p>	<p>Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.</p>
<p><b><u>SS.6.W.2.2:</u></b></p>	<p>Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.</p>
<p><b><u>SS.6.W.2.3:</u></b></p>	<p>Identify the characteristics of civilization. Remarks/Examples</p> <p>Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.</p>
<p><b><u>SS.6.W.2.4:</u></b></p>	<p>Compare the economic, political, social, and religious institutions of ancient river civilizations. Remarks/Examples</p> <p>Examples are Nile, Tigris-Euphrates, Indus, Huang He.</p>
<p><b><u>SS.6.W.3.1:</u></b></p>	<p>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).</p>
<p><b><u>SS.6.W.3.18:</u></b></p>	<p>Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.</p>
<p><b><u>SS.6.W.4.1:</u></b></p>	<p>Discuss the significance of Aryan and other tribal migrations on Indian civilization.</p>
<p><b><u>SS.6.W.4.10:</u></b></p>	<p>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.</p>

<a href="#"><u>SS.6.W.4.11:</u></a>	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.
<a href="#"><u>SS.6.W.4.12:</u></a>	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
<a href="#"><u>SS.6.W.4.2:</u></a>	<p>Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.</p> <p>Remarks/Examples</p> <hr/> <p>Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.</p> <hr/>
<a href="#"><u>SS.6.W.4.3:</u></a>	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
<a href="#"><u>SS.6.W.4.4:</u></a>	<p>Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</p> <p>Remarks/Examples</p> <hr/> <p>Examples are The Four Noble Truths, Three Qualities, Eightfold Path.</p> <hr/>



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# Course: M/J World Geography, Advanced and Career Planning- 2103026

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## BASIC INFORMATION

<b>Course Title:</b>	M/J World Geography, Advanced and Career Planning
<b>Course Number:</b>	2103026
<b>Course Abbreviated Title:</b>	M/J WORLD GEO ADV&CA
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Geography</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>M/J World Geography</b> - 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.</p> <p><b>Honors/Advanced</b> courses offer scaffolded learning opportunities for students to</p>

develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

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

**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; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

- 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).

## STANDARDS (72)

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

<p><b><u>HE.6.C.2.4:</u></b></p>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
<p><b><u>LACC.6.SL.1.1:</u></b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol>
<p><b><u>LACC.6.SL.1.1a:</u></b></p>	<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>
<p><b><u>LACC.6.SL.1.1b:</u></b></p>	<p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>
<p><b><u>LACC.6.SL.1.1c:</u></b></p>	<p>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>
<p><b><u>LACC.6.SL.1.1d:</u></b></p>	<p>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
<p><b><u>LACC.6.SL.1.2:</u></b></p>	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>

<a href="#"><u>LACC.6.SL.1.3:</u></a>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#"><u>LACC.6.SL.2.4:</u></a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify</li> </ol>

	<p>the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<a href="#"><u>LACC.68.WHST.1.1a:</u></a>	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<a href="#"><u>LACC.68.WHST.1.1b:</u></a>	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
<a href="#"><u>LACC.68.WHST.1.1c:</u></a>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<a href="#"><u>LACC.68.WHST.1.1d:</u></a>	Establish and maintain a formal style.
<a href="#"><u>LACC.68.WHST.1.1e:</u></a>	Provide a concluding statement or section that follows from and supports the argument presented.
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>



<a href="#"><u>LACC.68.WHST.1.2a:</u></a>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<a href="#"><u>LACC.68.WHST.1.2b:</u></a>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<a href="#"><u>LACC.68.WHST.1.2c:</u></a>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<a href="#"><u>LACC.68.WHST.1.2d:</u></a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<a href="#"><u>LACC.68.WHST.1.2e:</u></a>	Establish and maintain a formal style and objective tone.
<a href="#"><u>LACC.68.WHST.1.2f:</u></a>	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<a href="#"><u>SS.6.E.1.1:</u></a>	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
<a href="#"><u>SS.6.E.1.3:</u></a>	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).
<a href="#"><u>SS.6.E.2.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.2:</u></a>	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
<a href="#"><u>SS.6.E.3.3:</u></a>	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
<a href="#"><u>SS.6.E.3.4:</u></a>	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
<a href="#"><u>SS.6.G.1.1:</u></a>	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
<a href="#"><u>SS.6.G.1.2:</u></a>	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
<a href="#"><u>SS.6.G.1.3:</u></a>	Identify natural wonders of the ancient world. Remarks/Examples Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
<a href="#"><u>SS.6.G.1.4:</u></a>	Utilize tools geographers use to study the world. Remarks/Examples Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.

<a href="#"><u>SS.6.G.1.5:</u></a>	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
<a href="#"><u>SS.6.G.1.6:</u></a>	<p>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</p> <p>Remarks/Examples</p> <p>Examples are major rivers, seas, oceans.</p>
<a href="#"><u>SS.6.G.1.7:</u></a>	<p>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</p> <p>Remarks/Examples</p> <p>Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</p>
<a href="#"><u>SS.6.G.2.1:</u></a>	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.
<a href="#"><u>SS.6.G.2.2:</u></a>	<p>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</p> <p>Remarks/Examples</p> <p>Examples are city-states, provinces, kingdoms, empires.</p>
<a href="#"><u>SS.6.G.2.3:</u></a>	<p>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].</p>
<a href="#"><u>SS.6.G.2.4:</u></a>	<p>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</p> <p>Remarks/Examples</p> <p>Examples are Egypt, Rome, Greece, China, Kush.</p>
<a href="#"><u>SS.6.G.2.5:</u></a>	<p>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</p> <p>Remarks/Examples</p>

	Examples are China limits and Greece invites.
<a href="#"><u>SS.6.G.2.6:</u></a>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</p> <p>Remarks/Examples</p> <p>Examples are Phoenicia on Greece and Greece on Rome.</p>
<a href="#"><u>SS.6.G.2.7:</u></a>	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
<a href="#"><u>SS.6.G.3.1:</u></a>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</p> <p>Remarks/Examples</p> <p>Examples are terracing, seasonal crop rotations, resource development.</p>
<a href="#"><u>SS.6.G.3.2:</u></a>	<p>Analyze the impact of human populations on the ancient world's ecosystems.</p> <p>Remarks/Examples</p> <p>Examples are desertification, deforestation, abuse of resources, erosion.</p>
<a href="#"><u>SS.6.G.4.1:</u></a>	Explain how family and ethnic relationships influenced ancient cultures.
<a href="#"><u>SS.6.G.4.2:</u></a>	<p>Use maps to trace significant migrations, and analyze their results.</p> <p>Remarks/Examples</p> <p>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</p>
<a href="#"><u>SS.6.G.4.3:</u></a>	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.
<a href="#"><u>SS.6.G.5.1:</u></a>	<p>Identify the methods used to compensate for the scarcity of resources in the ancient world.</p> <p>Remarks/Examples</p> <p>Examples are water in the Middle East, fertile soil, fuel.</p>

<a href="#"><u>SS.6.G.5.2:</u></a>	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
<a href="#"><u>SS.6.G.5.3:</u></a>	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. Remarks/Examples Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
<a href="#"><u>SS.6.G.6.1:</u></a>	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.
<a href="#"><u>SS.6.G.6.2:</u></a>	Compare maps of the world in ancient times with current political maps.
<a href="#"><u>SS.6.W.1.1:</u></a>	Use timelines to identify chronological order of historical events.
<a href="#"><u>SS.6.W.1.3:</u></a>	Interpret primary and secondary sources. Remarks/Examples Examples are artifacts, images, auditory sources, written sources.
<a href="#"><u>SS.6.W.1.4:</u></a>	Describe the methods of historical inquiry and how history relates to the other social sciences. Remarks/Examples Examples are archaeology, geography, political science, economics.
<a href="#"><u>SS.6.W.1.6:</u></a>	Describe how history transmits culture and heritage and provides models of human character.



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# Course: M/J World Geography, Advanced-2103025

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4592.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J World Geography, Advanced
<b>Course Number:</b>	2103025
<b>Course Abbreviated Title:</b>	M/J WORLD GEOG ADV
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Geography</a>
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>General Notes:</b>	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/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

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

**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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**STANDARDS (57)**

**Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

**MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

<b><u>HE.6.C.2.4:</u></b>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
<b><u>LACC.6.SL.1.1:</u></b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and</li> </ol>

	paraphrasing.
<a href="#"><u>LACC.6.SL.1.2:</u></a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#"><u>LACC.6.SL.1.3:</u></a>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#"><u>LACC.6.SL.2.4:</u></a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC 68 WHST 1 1</u></a>	Write arguments focused on <i>discipline-specific content</i> .

	<ul style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<p><a href="#"><u>LACC.68.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<p><a href="#"><u>LACC.68.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#"><u>LACC.68.WHST.2.5:</u></a></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting,</p>

	or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.6.W.1.3:</u></a>	Interpret primary and secondary sources. Remarks/Examples Examples are artifacts, images, auditory sources, written sources.
<a href="#"><u>SS.6.E.1.1:</u></a>	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
<a href="#"><u>SS.6.E.1.3:</u></a>	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).
<a href="#"><u>SS.6.E.2.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.2:</u></a>	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

<a href="#"><u>SS.6.E.3.3:</u></a>	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
<a href="#"><u>SS.6.E.3.4:</u></a>	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
<a href="#"><u>SS.6.G.1.1:</u></a>	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
<a href="#"><u>SS.6.G.1.2:</u></a>	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
<a href="#"><u>SS.6.G.1.3:</u></a>	Identify natural wonders of the ancient world. Remarks/Examples Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
<a href="#"><u>SS.6.G.1.4:</u></a>	Utilize tools geographers use to study the world. Remarks/Examples Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
<a href="#"><u>SS.6.G.1.5:</u></a>	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
<a href="#"><u>SS.6.G.1.6:</u></a>	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Remarks/Examples Examples are major rivers, seas, oceans.
<a href="#"><u>SS.6.G.1.7:</u></a>	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Remarks/Examples Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
<a href="#"><u>SS.6.G.2.1:</u></a>	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.
<a href="#"><u>SS.6.G.2.2:</u></a>	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Remarks/Examples Examples are city-states, provinces, kingdoms, empires.
<a href="#"><u>SS.6.G.2.3:</u></a>	Analyze the relationship of physical geography to the development of ancient river valley civilizations. Remarks/Examples Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
<a href="#"><u>SS.6.G.2.4:</u></a>	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. Remarks/Examples Examples are Egypt, Rome, Greece, China, Kush.
<a href="#"><u>SS.6.G.2.5:</u></a>	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Remarks/Examples Examples are China limits and Greece invites.
<a href="#"><u>SS.6.G.2.6:</u></a>	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Remarks/Examples Examples are Phoenicia on Greece and Greece on Rome.
<a href="#"><u>SS.6.G.2.7:</u></a>	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
<a href="#"><u>SS.6.G.3.1:</u></a>	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. Remarks/Examples Examples are terracing, seasonal crop rotations, resource development.

<a href="#"><u>SS.6.G.3.2:</u></a>	Analyze the impact of human populations on the ancient world's ecosystems. Remarks/Examples Examples are desertification, deforestation, abuse of resources, erosion.
<a href="#"><u>SS.6.G.4.1:</u></a>	Explain how family and ethnic relationships influenced ancient cultures.
<a href="#"><u>SS.6.G.4.2:</u></a>	Use maps to trace significant migrations, and analyze their results. Remarks/Examples Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.
<a href="#"><u>SS.6.G.4.3:</u></a>	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.
<a href="#"><u>SS.6.G.5.1:</u></a>	Identify the methods used to compensate for the scarcity of resources in the ancient world. Remarks/Examples Examples are water in the Middle East, fertile soil, fuel.
<a href="#"><u>SS.6.G.5.2:</u></a>	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
<a href="#"><u>SS.6.G.5.3:</u></a>	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. Remarks/Examples Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
<a href="#"><u>SS.6.G.6.1:</u></a>	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.
<a href="#"><u>SS.6.G.6.2:</u></a>	Compare maps of the world in ancient times with current political

	maps.
<a href="#"><u>SS.6.W.1.1:</u></a>	Use timelines to identify chronological order of historical events.
<a href="#"><u>SS.6.W.1.4:</u></a>	Describe the methods of historical inquiry and how history relates to the other social sciences. Remarks/Examples Examples are archaeology, geography, political science, economics.
<a href="#"><u>SS.6.W.1.6:</u></a>	Describe how history transmits culture and heritage and provides models of human character.



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# Course: M/J World Geography, Advanced-2103020

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4588.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J World Geography, Advanced
<b>Course Number:</b>	2103020
<b>Course Abbreviated Title:</b>	M/J WORLD GEOG ADV
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Geography</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>General Notes:</b>	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/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

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

**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).

## STANDARDS (57)

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

<p><b><u>HE.6.C.2.4:</u></b></p>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
<p><b><u>LACC.6.SL.1.1:</u></b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"><li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li><li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li><li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li></ol>

<a href="#"><u>LACC.6.SL.1.2:</u></a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#"><u>LACC.6.SL.1.3:</u></a>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#"><u>LACC.6.SL.2.4:</u></a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	Write arguments focused on <i>discipline-specific content</i> .  a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

	<ul style="list-style-type: none"> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<p><b><u>LACC.68.WHST.1.2:</u></b></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<p><b><u>LACC.68.WHST.2.4:</u></b></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b><u>LACC.68.WHST.2.5:</u></b></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
<p><b><u>LACC.68.WHST.2.6:</u></b></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas</p>

	clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.6.W.1.3:</u></a>	Interpret primary and secondary sources. Remarks/Examples Examples are artifacts, images, auditory sources, written sources.
<a href="#"><u>SS.6.E.1.1:</u></a>	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
<a href="#"><u>SS.6.E.1.3:</u></a>	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).
<a href="#"><u>SS.6.E.2.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.1:</u></a>	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.
<a href="#"><u>SS.6.E.3.2:</u></a>	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
<a href="#"><u>SS.6.E.3.3:</u></a>	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
<a href="#"><u>SS.6.F.3.4:</u></a>	Describe the relationship among civilizations that engage in trade,

	including the benefits and drawbacks of voluntary trade.
<a href="#"><u>SS.6.G.1.1:</u></a>	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
<a href="#"><u>SS.6.G.1.2:</u></a>	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
<a href="#"><u>SS.6.G.1.3:</u></a>	Identify natural wonders of the ancient world. Remarks/Examples
	Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
<a href="#"><u>SS.6.G.1.4:</u></a>	Utilize tools geographers use to study the world. Remarks/Examples
	Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
<a href="#"><u>SS.6.G.1.5:</u></a>	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
<a href="#"><u>SS.6.G.1.6:</u></a>	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Remarks/Examples
	Examples are major rivers, seas, oceans.
<a href="#"><u>SS.6.G.1.7:</u></a>	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Remarks/Examples
	Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
<a href="#"><u>SS.6.G.2.1:</u></a>	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.
<a href="#"><u>SS.6.G.2.2:</u></a>	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by

	<p>civilizations.</p> <p>Remarks/Examples</p> <p>Examples are city-states, provinces, kingdoms, empires.</p>
<a href="#"><u>SS.6.G.2.3:</u></a>	<p>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].</p>
<a href="#"><u>SS.6.G.2.4:</u></a>	<p>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</p> <p>Remarks/Examples</p> <p>Examples are Egypt, Rome, Greece, China, Kush.</p>
<a href="#"><u>SS.6.G.2.5:</u></a>	<p>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</p> <p>Remarks/Examples</p> <p>Examples are China limits and Greece invites.</p>
<a href="#"><u>SS.6.G.2.6:</u></a>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</p> <p>Remarks/Examples</p> <p>Examples are Phoenicia on Greece and Greece on Rome.</p>
<a href="#"><u>SS.6.G.2.7:</u></a>	<p>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</p>
<a href="#"><u>SS.6.G.3.1:</u></a>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</p> <p>Remarks/Examples</p> <p>Examples are terracing, seasonal crop rotations, resource development.</p>
<a href="#"><u>SS.6.G.3.2:</u></a>	<p>Analyze the impact of human populations on the ancient world's ecosystems.</p> <p>Remarks/Examples</p>



	Examples are desertification, deforestation, abuse of resources, erosion.
<a href="#"><u>SS.6.G.4.1:</u></a>	Explain how family and ethnic relationships influenced ancient cultures.
<a href="#"><u>SS.6.G.4.2:</u></a>	Use maps to trace significant migrations, and analyze their results. Remarks/Examples Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.
<a href="#"><u>SS.6.G.4.3:</u></a>	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.
<a href="#"><u>SS.6.G.5.1:</u></a>	Identify the methods used to compensate for the scarcity of resources in the ancient world. Remarks/Examples Examples are water in the Middle East, fertile soil, fuel.
<a href="#"><u>SS.6.G.5.2:</u></a>	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
<a href="#"><u>SS.6.G.5.3:</u></a>	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. Remarks/Examples Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
<a href="#"><u>SS.6.G.6.1:</u></a>	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.
<a href="#"><u>SS.6.G.6.2:</u></a>	Compare maps of the world in ancient times with current political maps.
<a href="#"><u>SS.6.W.1.1:</u></a>	Use timelines to identify chronological order of historical events.
<a href="#"><u>SS.6.W.1.4:</u></a>	Describe the methods of historical inquiry and how history relates to

	<p>the other social sciences.</p> <p>Remarks/Examples</p> <p>Examples are archaeology, geography, political science, economics.</p>
<p><b><u>SS.6.W.1.6:</u></b></p>	<p>Describe how history transmits culture and heritage and provides models of human character.</p>



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# Course: M/J Florida History- 2100030

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## BASIC INFORMATION

<b>Course Title:</b>	M/J Florida History
<b>Course Number:</b>	2100030
<b>Course Abbreviated Title:</b>	M/J FLORIDA HIST
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">American and Western Hemispheric Histories</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<b>M/J Florida</b> - 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.

# Course: M/J United States History & Digital Technologies- 2100035

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4453.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J United States History & Digital Technologies
<b>Course Number:</b>	2100035
<b>Course Abbreviated Title:</b>	M/J USHIST & DIGTECH
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">American and Western Hemispheric Histories</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>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.</p> <p><b>Mathematics Benchmark Guidance</b> - Social Studies instruction should include opportunities for students to interpret and create representations of historical</p>

events and concepts using mathematical tables, charts, and graphs.

**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):

**Web Technologies**

01.0 Demonstrate proficiency planning an effective website.

01.01 Create a site map and associated wireframes for a website.

01.02 Develop an effective site map for a website.

01.03 Create page layout wireframes for a website.

02.0 Demonstrate an understanding of webpage construction, operation, and function.

02.01 Categorize websites according to their purpose and domain.

02.02 Identify elements of a webpage.

02.03 Define basic HTML terminology.

02.04 Critique the aesthetic and functional operation of sample websites.

03.0 Apply the principles of design in the preparation of a webpage.

03.01 Apply best practices in visual design (e.g., color schemes, fonts, navigation methods, pagination).

03.02 Explain the key concepts of meeting client needs.

03.03 Apply the principles of Human Computer Interface (HCI) to design and develop an effective look and feel for a website.

03.04 Design and create a webpage for optimal display in multiple browsers.

03.05 Create an appropriate directory structure, naming convention protocol, and file organization for a website.

04.0 Demonstrate proficiency in using a GUI editor, web design, or web animation software for web page design.

04.01 Create and apply style sheets for consistent website design.

04.02 Create and edit images and photographs for Web pages using digital imaging software (e.g., ImageReady in Photoshop).

04.03 Demonstrate knowledge of image formats related to photos and graphics on the Internet (e.g. Graphic: TIFF, BMP, EPS, Web: JPEG, GIF, PNG, et al).

04.04 Save and export a photograph to the Web in the format best for image quality and file size.

04.05 Build, optimize, edit, and test web pages for publication.

04.06 Demonstrate an understanding of network and web implementation issues (e.g., bandwidth, compression, streaming).

04.07 Compare and contrast various methods by which information may be accessed on the Internet/Intranet (e.g., FTP, telnet, browser).

04.08 Demonstrate an understanding of file encryption methods (e.g., secure server, unsecured server).

05.0 Demonstrate proficiency using web development tools and techniques to enhance a website's interactivity, appeal, or performance.

05.01 Compare and contrast writing HTML using a text editor versus using a Graphical User Interface (GUI) editor.

05.02 Design and create an effective web page template.

05.03 Create attractive, engaging, and efficient web pages using a GUI editor.

05.04 Insert audio files into a Web page.

05.05 Create, edit and integrate video files into a Web page.

05.06 Create, edit and integrate animation files into a Web page.

05.07 Use Dynamic HTML (DHTML) to enhance webpage interactivity.

05.08 Create webpages using basic HTML tags (e.g., links, lists, character styles, text alignment, tables).

06.0 Prepare a website for launch.

06.01 Evaluate a website for basic usability and accessibility issues.

06.02 List the steps that are necessary to determine when a website is ready to launch.

06.03 Develop a User Testing Plan that includes validating the operation of all navigation, display, and media functions and features.

06.04 Demonstrate the ability to organize and execute a user testing of a website.

06.05 Use File Transfer Protocol (FTP) to publish all website files to the Internet.

06.06 Monitor website performance metrics (e.g., visitor count, downloads, et al) using host-based information tools.

**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).

**STANDARDS (108)**

<p><b><u>HE.8.C.2.4:</u></b></p>	<p>Critique school and public health policies that influence health promotion and disease prevention. Remarks/Examples</p> <hr/> <p>Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p>
<p><b><u>LACC.68.RH.1.1:</u></b></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>
<p><b><u>LACC.68.RH.1.2:</u></b></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<p><b><u>LACC.68.RH.1.3:</u></b></p>	<p>Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>

<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts,</li> </ol>



	<p>definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.8.A.2.1:</u></a>	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America. Remarks/Examples

	<p>This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</p>
<p><a href="#"><u>SS.8.A.2.2:</u></a></p>	<p>Compare the characteristics of the New England, Middle, and Southern colonies. Remarks/Examples</p> <p>Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</p>
<p><a href="#"><u>SS.8.A.2.3:</u></a></p>	<p>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources. Remarks/Examples</p> <p>Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</p>
<p><a href="#"><u>LACC.8.SL.1.1:</u></a></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>
<p><a href="#"><u>LACC.8.SI.1.2:</u></a></p>	<p>Analyze the purpose of information presented in diverse media and</p>

	formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<a href="#"><u>LACC.8.SL.1.3:</u></a>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<a href="#"><u>LACC.8.SL.2.4:</u></a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>SS.8.A.1.1:</u></a>	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. Remarks/Examples Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a> .
<a href="#"><u>SS.8.A.1.2:</u></a>	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
<a href="#"><u>SS.8.A.1.3:</u></a>	Analyze current events relevant to American History topics through a variety of electronic and print media resources. Remarks/Examples Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.
<a href="#"><u>SS.8.A.1.4:</u></a>	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
<a href="#"><u>SS.8.A.1.5:</u></a>	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
<a href="#"><u>SS.8.A.1.6:</u></a>	Compare interpretations of key events and issues throughout American History. Remarks/Examples Examples may include, but are not limited to, historiography.
<a href="#"><u>SS.8.A.1.7:</u></a>	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

<p><b><u>SS.8.A.2.4:</u></b></p>	<p>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</p>
<p><b><u>SS.8.A.2.5:</u></b></p>	<p>Discuss the impact of colonial settlement on Native American populations.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.</p>
<p><b><u>SS.8.A.2.6:</u></b></p>	<p>Examine the causes, course, and consequences of the French and Indian War.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.</p>
<p><b><u>SS.8.A.2.7:</u></b></p>	<p>Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</p>
<p><b><u>SS.8.A.3.1:</u></b></p>	<p>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</p>
<p><b><u>SS.8.A.3.10:</u></b></p>	<p>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).</p>

<a href="#"><u>SS.8.A.3.11:</u></a>	Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
<a href="#"><u>SS.8.A.3.12:</u></a>	Examine the influences of George Washington's presidency in the formation of the new nation. Remarks/Examples Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.
<a href="#"><u>SS.8.A.3.13:</u></a>	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency. Remarks/Examples Examples may include, but aren ot limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.
<a href="#"><u>SS.8.A.3.14:</u></a>	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency. Remarks/Examples Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.
<a href="#"><u>SS.8.A.3.15:</u></a>	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
<a href="#"><u>SS.8.A.3.16:</u></a>	Examine key events in Florida history as each impacts this era of American history. Remarks/Examples Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.
<a href="#"><u>SS.8.G.3.1:</u></a>	Locate and describe in geographic terms the major ecosystems of the United States.
<a href="#"><u>SS.8.A.3.2:</u></a>	Explain American colonial reaction to British policy from 1763 - 1774.

	<p>Remarks/Examples</p> <p>Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</p>
<p><a href="#"><u>SS.8.A.3.3:</u></a></p>	<p>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.</p> <p>Remarks/Examples</p> <p>Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.</p>
<p><a href="#"><u>SS.8.A.3.4:</u></a></p>	<p>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.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</p>
<p><a href="#"><u>SS.8.A.3.5:</u></a></p>	<p>Describe the influence of individuals on social and political developments during the Revolutionary era.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.</p>
<p><a href="#"><u>SS.8.A.3.6:</u></a></p>	<p>Examine the causes, course, and consequences of the American Revolution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.</p>
<p><a href="#"><u>SS.8.A.3.7:</u></a></p>	<p>Examine the structure, content, and consequences of the Declaration</p>

	of Independence.
<a href="#"><u>SS.8.A.3.8:</u></a>	<p>Examine individuals and groups that affected political and social motivations during the American Revolution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.</p>
<a href="#"><u>SS.8.A.3.9:</u></a>	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
<a href="#"><u>SS.8.A.4.1:</u></a>	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).
<a href="#"><u>SS.8.A.4.10:</u></a>	<p>Analyze the impact of technological advancements on the agricultural economy and slave labor.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.</p>
<a href="#"><u>SS.8.A.4.11:</u></a>	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
<a href="#"><u>SS.8.A.4.12:</u></a>	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
<a href="#"><u>SS.8.A.4.13:</u></a>	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.
<a href="#"><u>SS.8.A.4.14:</u></a>	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

<p><b><u>SS.8.A.4.15:</u></b></p>	<p>Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.</p>
<p><b><u>SS.8.A.4.16:</u></b></p>	<p>Identify key ideas and influences of Jacksonian democracy. Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.</p> <hr/>
<p><b><u>SS.8.A.4.17:</u></b></p>	<p>Examine key events and peoples in Florida history as each impacts this era of American history. Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.</p> <hr/>
<p><b><u>SS.8.A.4.18:</u></b></p>	<p>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. Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.</p> <hr/>
<p><b><u>SS.8.A.4.2:</u></b></p>	<p>Describe the debate surrounding the spread of slavery into western territories and Florida. Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.</p> <hr/>



<p><b><u>SS.8.A.4.3:</u></b></p>	<p>Examine the experiences and perspectives of significant individuals and groups during this era of American History. Remarks/Examples</p> <p>Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.</p>
<p><b><u>SS.8.A.4.4:</u></b></p>	<p>Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.</p>
<p><b><u>SS.8.A.4.5:</u></b></p>	<p>Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy. Remarks/Examples</p> <p>Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.</p>
<p><b><u>SS.8.A.4.6:</u></b></p>	<p>Identify technological improvements (inventions/inventors) that contributed to industrial growth. Remarks/Examples</p> <p>Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.</p>
<p><b><u>SS.8.A.4.7:</u></b></p>	<p>Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.</p>
<p><b><u>SS.8.A.4.8:</u></b></p>	<p>Describe the influence of individuals on social and political developments of this era in American History. Remarks/Examples</p> <p>Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.</p>
<p><b><u>SS.8.A.4.9:</u></b></p>	<p>Analyze the causes, course and consequences of the Second Great</p>

	<p>Awakening on social reform movements. Remarks/Examples</p> <p>Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.</p>
<a href="#"><u>SS.8.A.5.1:</u></a>	<p>Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).</p>
<a href="#"><u>SS.8.A.5.2:</u></a>	<p>Analyze the role of slavery in the development of sectional conflict. Remarks/Examples</p> <p>Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.</p>
<a href="#"><u>SS.8.A.5.3:</u></a>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency. Remarks/Examples</p> <p>Examples may include, but are not limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.</p>
<a href="#"><u>SS.8.A.5.4:</u></a>	<p>Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.</p>
<a href="#"><u>SS.8.A.5.5:</u></a>	<p>Compare Union and Confederate strengths and weaknesses. Remarks/Examples</p> <p>Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.</p>
<a href="#"><u>SS.8.A.5.6:</u></a>	<p>Compare significant Civil War battles and events and their effects on civilian populations. Remarks/Examples</p>

	Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.
<a href="#"><u>SS.8.A.5.7:</u></a>	Examine key events and peoples in Florida history as each impacts this era of American history. Remarks/Examples Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.
<a href="#"><u>SS.8.A.5.8:</u></a>	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).
<a href="#"><u>SS.8.C.1.1:</u></a>	Identify the constitutional provisions for establishing citizenship.
<a href="#"><u>SS.8.C.1.2:</u></a>	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
<a href="#"><u>SS.8.C.1.3:</u></a>	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
<a href="#"><u>SS.8.C.1.4:</u></a>	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
<a href="#"><u>SS.8.C.1.5:</u></a>	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
<a href="#"><u>SS.8.C.1.6:</u></a>	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
<a href="#"><u>SS.8.C.2.1:</u></a>	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
<a href="#"><u>SS.8.E.1.1:</u></a>	Examine motivating economic factors that influenced the development of the United States economy over time including

	<p>scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</p> <p>Remarks/Examples</p> <p>Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.</p>
<a href="#"><u>SS.8.E.2.1:</u></a>	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
<a href="#"><u>SS.8.E.2.2:</u></a>	<p>Explain the economic impact of government policies.</p> <p>Remarks/Examples</p> <p>Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.</p>
<a href="#"><u>SS.8.E.2.3:</u></a>	Assess the role of Africans and other minority groups in the economic development of the United States.
<a href="#"><u>SS.8.E.3.1:</u></a>	<p>Evaluate domestic and international interdependence.</p> <p>Remarks/Examples</p> <p>Examples are triangular trade routes and regional exchange of resources.</p>
<a href="#"><u>SS.8.G.1.1:</u></a>	Use maps to explain physical and cultural attributes of major regions throughout American history.
<a href="#"><u>SS.8.G.1.2:</u></a>	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
<a href="#"><u>SS.8.G.2.1:</u></a>	<p>Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.</p> <p>Remarks/Examples</p> <p>Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.</p>
<a href="#"><u>SS.8.G.2.2:</u></a>	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.

	<p>Remarks/Examples</p> <p>Examples are cataclysmic natural disasters, shipwrecks.</p>
<a href="#"><u>SS.8.G.2.3:</u></a>	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
<a href="#"><u>SS.8.G.3.2:</u></a>	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.
<a href="#"><u>SS.8.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place in the United States throughout its history.
<a href="#"><u>SS.8.G.4.2:</u></a>	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.
<a href="#"><u>SS.8.G.4.3:</u></a>	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
<a href="#"><u>SS.8.G.4.4:</u></a>	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.
<a href="#"><u>SS.8.G.4.5:</u></a>	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.
<a href="#"><u>SS.8.G.4.6:</u></a>	Use political maps to describe changes in boundaries and governance throughout American history.
<a href="#"><u>SS.8.G.5.1:</u></a>	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
<a href="#"><u>SS.8.G.5.2:</u></a>	<p>Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.</p> <p>Remarks/Examples</p> <p>Examples are deforestation, urbanization, agriculture.</p>
<a href="#"><u>SS.8.G.6.1:</u></a>	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.

Remarks/Examples

Examples are maps, graphs, tables.



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	<p><b>Mathematics Benchmark Guidance</b> - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p><b>Instructional Practices</b> 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:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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## STANDARDS (76)

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

### **MACC.6.SP Statistics and Probability**

MACC.6.SP.1 Summarize and describe distributions.

<a href="#"><u>HE.8.C.2.4:</u></a>	<p>Critique school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p>
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	Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.
<a href="#"><u>LACC.68.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#"><u>LACC.68.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#"><u>LACC.68.RH.1.3:</u></a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#"><u>LACC.68.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#"><u>LACC.68.RH.2.5:</u></a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#"><u>LACC.68.RH.2.6:</u></a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#"><u>LACC.68.RH.3.7:</u></a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#"><u>LACC.68.RH.3.8:</u></a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#"><u>LACC.68.RH.3.9:</u></a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> </ol>



	<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<a href="#"><u>LACC.8.SL.1.2:</u></a>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<a href="#"><u>LACC.8.SL.1.3:</u></a>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<a href="#"><u>LACC.8.SL.2.4:</u></a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>LACC.68.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<a href="#"><u>LACC.68.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.68.WHST.2.5:</u></a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting,

	or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#"><u>LACC.68.WHST.2.6:</u></a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#"><u>LACC.68.WHST.3.7:</u></a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#"><u>LACC.68.WHST.3.8:</u></a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.68.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>LACC.8.SL.1.1:</u></a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>
<a href="#"><u>SS.8.A.1.1:</u></a>	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.

	<p>Remarks/Examples</p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>.</p>
<a href="#"><u>SS.8.A.1.2:</u></a>	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
<a href="#"><u>SS.8.A.1.3:</u></a>	<p>Analyze current events relevant to American History topics through a variety of electronic and print media resources.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</p>
<a href="#"><u>SS.8.A.1.4:</u></a>	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
<a href="#"><u>SS.8.A.1.5:</u></a>	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
<a href="#"><u>SS.8.A.1.6:</u></a>	<p>Compare interpretations of key events and issues throughout American History.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, historiography.</p>
<a href="#"><u>SS.8.A.1.7:</u></a>	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
<a href="#"><u>SS.8.A.2.1:</u></a>	<p>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.</p> <p>Remarks/Examples</p> <p>This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</p>
<a href="#"><u>SS.8.A.2.3:</u></a>	<p>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, subsistence farming,</p>

	cash crop farming, and maritime industries.
<a href="#"><u>SS.8.A.2.4:</u></a>	<p>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</p>
<a href="#"><u>SS.8.A.2.5:</u></a>	<p>Discuss the impact of colonial settlement on Native American populations.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.</p>
<a href="#"><u>SS.8.A.2.7:</u></a>	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
<a href="#"><u>SS.8.A.3.15:</u></a>	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
<a href="#"><u>SS.8.A.3.16:</u></a>	<p>Examine key events in Florida history as each impacts this era of American history.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.</p>
<a href="#"><u>SS.8.A.4.10:</u></a>	<p>Analyze the impact of technological advancements on the agricultural economy and slave labor.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.</p>
<a href="#"><u>SS.8.A.4.11:</u></a>	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

<p><b><u>SS.8.A.4.17:</u></b></p>	<p>Examine key events and peoples in Florida history as each impacts this era of American history.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.</p>
<p><b><u>SS.8.A.4.18:</u></b></p>	<p>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.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.</p>
<p><b><u>SS.8.A.4.2:</u></b></p>	<p>Describe the debate surrounding the spread of slavery into western territories and Florida.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.</p>
<p><b><u>SS.8.A.4.3:</u></b></p>	<p>Examine the experiences and perspectives of significant individuals and groups during this era of American History.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.</p>
<p><b><u>SS.8.A.4.4:</u></b></p>	<p>Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.</p>

<p><b><u>SS.8.A.4.5:</u></b></p>	<p>Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy. Remarks/Examples</p> <p>Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.</p>
<p><b><u>SS.8.A.4.6:</u></b></p>	<p>Identify technological improvements (inventions/inventors) that contributed to industrial growth. Remarks/Examples</p> <p>Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.</p>
<p><b><u>SS.8.A.4.8:</u></b></p>	<p>Describe the influence of individuals on social and political developments of this era in American History. Remarks/Examples</p> <p>Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.</p>
<p><b><u>SS.8.A.5.1:</u></b></p>	<p>Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).</p>
<p><b><u>SS.8.A.5.2:</u></b></p>	<p>Analyze the role of slavery in the development of sectional conflict. Remarks/Examples</p> <p>Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.</p>
<p><b><u>SS.8.A.5.7:</u></b></p>	<p>Examine key events and peoples in Florida history as each impacts this era of American history. Remarks/Examples</p>

	<p>Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.</p>
<a href="#"><u>SS.8.A.5.8:</u></a>	<p>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).</p>
<a href="#"><u>SS.8.C.1.1:</u></a>	<p>Identify the constitutional provisions for establishing citizenship.</p>
<a href="#"><u>SS.8.C.1.3:</u></a>	<p>Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.</p>
<a href="#"><u>SS.8.C.1.4:</u></a>	<p>Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.</p>
<a href="#"><u>SS.8.C.1.6:</u></a>	<p>Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.</p>
<a href="#"><u>SS.8.C.2.1:</u></a>	<p>Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.</p>
<a href="#"><u>SS.8.E.1.1:</u></a>	<p>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.</p> <p>Remarks/Examples</p> <p>Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.</p>
<a href="#"><u>SS.8.E.2.1:</u></a>	<p>Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</p>
<a href="#"><u>SS.8.E.2.2:</u></a>	<p>Explain the economic impact of government policies.</p> <p>Remarks/Examples</p>

	Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.
<a href="#"><u>SS.8.E.2.3:</u></a>	Assess the role of Africans and other minority groups in the economic development of the United States.
<a href="#"><u>SS.8.G.1.1:</u></a>	Use maps to explain physical and cultural attributes of major regions throughout American history.
<a href="#"><u>SS.8.G.1.2:</u></a>	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
<a href="#"><u>SS.8.G.2.1:</u></a>	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history. Remarks/Examples
	Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.
<a href="#"><u>SS.8.G.2.2:</u></a>	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. Remarks/Examples
	Examples are cataclysmic natural disasters, shipwrecks.
<a href="#"><u>SS.8.G.2.3:</u></a>	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
<a href="#"><u>SS.8.G.3.1:</u></a>	Locate and describe in geographic terms the major ecosystems of the United States.
<a href="#"><u>SS.8.G.3.2:</u></a>	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.
<a href="#"><u>SS.8.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place in the United States throughout its history.
<a href="#"><u>SS.8.G.4.2:</u></a>	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.
<a href="#"><u>SS.8.G.4.3:</u></a>	Use geographic terms and tools to explain cultural diffusion



	throughout the United States as it expanded its territory.
<a href="#"><u>SS.8.G.4.4:</u></a>	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.
<a href="#"><u>SS.8.G.4.5:</u></a>	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.
<a href="#"><u>SS.8.G.4.6:</u></a>	Use political maps to describe changes in boundaries and governance throughout American history.
<a href="#"><u>SS.8.G.5.1:</u></a>	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
<a href="#"><u>SS.8.G.5.2:</u></a>	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history. Remarks/Examples Examples are deforestation, urbanization, agriculture.
<a href="#"><u>SS.8.G.6.1:</u></a>	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
<a href="#"><u>SS.8.G.6.2:</u></a>	Illustrate places and events in U.S. history through the use of narratives and graphic representations. Remarks/Examples Examples are maps, graphs, tables.





# Course: M/J United States History Advanced & Career Planning- 2100025

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4437.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J United States History Advanced & Career Planning
<b>Course Number:</b>	2100025
<b>Course Abbreviated Title:</b>	M/J US HIS ADV & C/P
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">American and Western Hemispheric Histories</a>
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>General Notes:</b>	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/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

**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; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

- 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).

## **STANDARDS (108)**

### **Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

## MACC.6.SP Statistics and Probability

MACC.6.SP.1 Summarize and describe distributions.

<a href="#"><u>HE.8.C.2.4:</u></a>	<p>Critique school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p>
<a href="#"><u>LACC.68.RH.1.1:</u></a>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>
<a href="#"><u>LACC.68.RH.1.2:</u></a>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<a href="#"><u>LACC.68.RH.1.3:</u></a>	<p>Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>
<a href="#"><u>LACC.68.RH.2.4:</u></a>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<a href="#"><u>LACC.68.RH.2.5:</u></a>	<p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>
<a href="#"><u>LACC.68.RH.2.6:</u></a>	<p>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>
<a href="#"><u>LACC.68.RH.3.7:</u></a>	<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<a href="#"><u>LACC.68.RH.3.8:</u></a>	<p>Distinguish among fact, opinion, and reasoned judgment in a text.</p>
<a href="#"><u>LACC.68.RH.3.9:</u></a>	<p>Analyze the relationship between a primary and secondary source on the same topic.</p>
<a href="#"><u>LACC.68.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"><li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li><li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the</li></ol>

	<p>topic or text, using credible sources.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<p><a href="#"><u>SS.8.A.2.4:</u></a></p>	<p>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</p> <p>Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</p> <hr/>
<p><a href="#"><u>SS.8.A.2.5:</u></a></p>	<p>Discuss the impact of colonial settlement on Native American populations.</p> <p>Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.</p> <hr/>
<p><a href="#"><u>SS.8.A.2.6:</u></a></p>	<p>Examine the causes, course, and consequences of the French and Indian War.</p> <p>Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.</p> <hr/>
<p><a href="#"><u>LACC.68.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader</li> </ul>

	<p>categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<p><a href="#"><u>LACC.68.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#"><u>LACC.68.WHST.2.5:</u></a></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
<p><a href="#"><u>LACC.68.WHST.2.6:</u></a></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><a href="#"><u>LACC.68.WHST.3.7:</u></a></p>	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
<p><a href="#"><u>LACC.68.WHST.3.8:</u></a></p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p><a href="#"><u>LACC.68.WHST.3.9:</u></a></p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><a href="#"><u>LACC.68.WHST.4.10:</u></a></p>	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>



<p><b><u>SS.8.A.2.1:</u></b></p>	<p>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.</p> <p>Remarks/Examples</p> <p>This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</p>
<p><b><u>SS.8.A.2.2:</u></b></p>	<p>Compare the characteristics of the New England, Middle, and Southern colonies.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</p>
<p><b><u>SS.8.A.2.3:</u></b></p>	<p>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</p>
<p><b><u>LACC.8.SL.1.1:</u></b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>

<a href="#"><u>LACC.8.SL.1.2:</u></a>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<a href="#"><u>LACC.8.SL.1.3:</u></a>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<a href="#"><u>LACC.8.SL.2.4:</u></a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#"><u>SS.8.A.1.1:</u></a>	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. Remarks/Examples Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a> .
<a href="#"><u>SS.8.A.1.2:</u></a>	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
<a href="#"><u>SS.8.A.1.3:</u></a>	Analyze current events relevant to American History topics through a variety of electronic and print media resources. Remarks/Examples Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.
<a href="#"><u>SS.8.A.1.4:</u></a>	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
<a href="#"><u>SS.8.A.1.5:</u></a>	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
<a href="#"><u>SS.8.A.1.6:</u></a>	Compare interpretations of key events and issues throughout American History. Remarks/Examples Examples may include, but are not limited to, historiography.

<a href="#"><u>SS.8.A.1.7:</u></a>	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
<a href="#"><u>SS.8.A.2.7:</u></a>	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
<a href="#"><u>SS.8.A.3.1:</u></a>	<p>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</p>
<a href="#"><u>SS.8.A.3.10:</u></a>	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).
<a href="#"><u>SS.8.A.3.11:</u></a>	Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
<a href="#"><u>SS.8.A.3.12:</u></a>	<p>Examine the influences of George Washington's presidency in the formation of the new nation.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.</p>
<a href="#"><u>SS.8.A.3.13:</u></a>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.</p>
<a href="#"><u>SS.8.A.3.14:</u></a>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's</p>

	<p>First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.</p>
<a href="#"><u>SS.8.A.3.15:</u></a>	<p>Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).</p>
<a href="#"><u>SS.8.A.3.16:</u></a>	<p>Examine key events in Florida history as each impacts this era of American history. Remarks/Examples</p> <p>Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.</p>
<a href="#"><u>SS.8.A.3.2:</u></a>	<p>Explain American colonial reaction to British policy from 1763 - 1774. Remarks/Examples</p> <p>Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</p>
<a href="#"><u>SS.8.A.3.3:</u></a>	<p>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. Remarks/Examples</p> <p>Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.</p>
<a href="#"><u>SS.8.A.3.4:</u></a>	<p>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. Remarks/Examples</p> <p>Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</p>
<a href="#"><u>SS.8.A.3.5:</u></a>	<p>Describe the influence of individuals on social and political developments during the Revolutionary era. Remarks/Examples</p>

	<p>Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.</p>
<a href="#"><u>SS.8.A.3.6:</u></a>	<p>Examine the causes, course, and consequences of the American Revolution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.</p>
<a href="#"><u>SS.8.A.3.7:</u></a>	<p>Examine the structure, content, and consequences of the Declaration of Independence.</p>
<a href="#"><u>SS.8.A.3.8:</u></a>	<p>Examine individuals and groups that affected political and social motivations during the American Revolution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.</p>
<a href="#"><u>SS.8.A.3.9:</u></a>	<p>Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</p>
<a href="#"><u>SS.8.A.4.1:</u></a>	<p>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).</p>
<a href="#"><u>SS.8.A.4.10:</u></a>	<p>Analyze the impact of technological advancements on the agricultural economy and slave labor.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, cotton gin, steel plow,</p>

	rapid growth of slave trade.
<a href="#"><u>SS.8.A.4.11:</u></a>	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
<a href="#"><u>SS.8.A.4.12:</u></a>	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
<a href="#"><u>SS.8.A.4.13:</u></a>	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.
<a href="#"><u>SS.8.A.4.14:</u></a>	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
<a href="#"><u>SS.8.A.4.15:</u></a>	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
<a href="#"><u>SS.8.A.4.16:</u></a>	Identify key ideas and influences of Jacksonian democracy. Remarks/Examples Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.
<a href="#"><u>SS.8.A.4.17:</u></a>	Examine key events and peoples in Florida history as each impacts this era of American history. Remarks/Examples Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.
<a href="#"><u>SS.8.A.4.18:</u></a>	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

	<p>the Territorial Period. Remarks/Examples</p> <p>Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.</p>
<p><a href="#"><u>SS.8.A.4.2:</u></a></p>	<p>Describe the debate surrounding the spread of slavery into western territories and Florida. Remarks/Examples</p> <p>Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.</p>
<p><a href="#"><u>SS.8.A.4.3:</u></a></p>	<p>Examine the experiences and perspectives of significant individuals and groups during this era of American History. Remarks/Examples</p> <p>Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.</p>
<p><a href="#"><u>SS.8.A.4.4:</u></a></p>	<p>Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.</p>
<p><a href="#"><u>SS.8.A.4.5:</u></a></p>	<p>Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy. Remarks/Examples</p> <p>Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.</p>
<p><a href="#"><u>SS.8.A.4.6:</u></a></p>	<p>Identify technological improvements (inventions/inventors) that contributed to industrial growth. Remarks/Examples</p> <p>Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.</p>

<a href="#"><u>SS.8.A.4.7:</u></a>	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
<a href="#"><u>SS.8.A.4.8:</u></a>	<p>Describe the influence of individuals on social and political developments of this era in American History.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.</p>
<a href="#"><u>SS.8.A.4.9:</u></a>	<p>Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.</p>
<a href="#"><u>SS.8.A.5.1:</u></a>	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
<a href="#"><u>SS.8.A.5.2:</u></a>	<p>Analyze the role of slavery in the development of sectional conflict.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.</p>
<a href="#"><u>SS.8.A.5.3:</u></a>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.</p>



<a href="#"><u>SS.8.A.5.4:</u></a>	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
<a href="#"><u>SS.8.A.5.5:</u></a>	Compare Union and Confederate strengths and weaknesses. Remarks/Examples Examples may include, but aren't limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.
<a href="#"><u>SS.8.A.5.6:</u></a>	Compare significant Civil War battles and events and their effects on civilian populations. Remarks/Examples Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.
<a href="#"><u>SS.8.A.5.7:</u></a>	Examine key events and peoples in Florida history as each impacts this era of American history. Remarks/Examples Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.
<a href="#"><u>SS.8.A.5.8:</u></a>	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).
<a href="#"><u>SS.8.C.1.1:</u></a>	Identify the constitutional provisions for establishing citizenship.
<a href="#"><u>SS.8.C.1.2:</u></a>	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
<a href="#"><u>SS.8.C.1.3:</u></a>	Recognize the role of civic virtue in the lives of citizens and leaders

	from the colonial period through Reconstruction.
<a href="#"><u>SS.8.C.1.4:</u></a>	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
<a href="#"><u>SS.8.C.1.5:</u></a>	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
<a href="#"><u>SS.8.C.1.6:</u></a>	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
<a href="#"><u>SS.8.C.2.1:</u></a>	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
<a href="#"><u>SS.8.E.1.1:</u></a>	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. Remarks/Examples
	Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.
<a href="#"><u>SS.8.E.2.1:</u></a>	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
<a href="#"><u>SS.8.E.2.2:</u></a>	Explain the economic impact of government policies. Remarks/Examples
	Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.
<a href="#"><u>SS.8.E.2.3:</u></a>	Assess the role of Africans and other minority groups in the economic development of the United States.
<a href="#"><u>SS.8.E.3.1:</u></a>	Evaluate domestic and international interdependence. Remarks/Examples
	Examples are triangular trade routes and regional exchange of resources.
<a href="#"><u>SS.8.G.1.1:</u></a>	Use maps to explain physical and cultural attributes of major regions

	throughout American history.
<a href="#"><u>SS.8.G.1.2:</u></a>	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
<a href="#"><u>SS.8.G.2.1:</u></a>	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history. Remarks/Examples
	Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.
<a href="#"><u>SS.8.G.2.2:</u></a>	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. Remarks/Examples
	Examples are cataclysmic natural disasters, shipwrecks.
<a href="#"><u>SS.8.G.2.3:</u></a>	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
<a href="#"><u>SS.8.G.3.1:</u></a>	Locate and describe in geographic terms the major ecosystems of the United States.
<a href="#"><u>SS.8.G.3.2:</u></a>	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.
<a href="#"><u>SS.8.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place in the United States throughout its history.
<a href="#"><u>SS.8.G.4.2:</u></a>	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.
<a href="#"><u>SS.8.G.4.3:</u></a>	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
<a href="#"><u>SS.8.G.4.4:</u></a>	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.
<a href="#"><u>SS.8.G.4.5:</u></a>	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.

<a href="#"><u>SS.8.G.4.6:</u></a>	Use political maps to describe changes in boundaries and governance throughout American history.
<a href="#"><u>SS.8.G.5.1:</u></a>	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
<a href="#"><u>SS.8.G.5.2:</u></a>	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history. Remarks/Examples Examples are deforestation, urbanization, agriculture.
<a href="#"><u>SS.8.G.6.1:</u></a>	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
<a href="#"><u>SS.8.G.6.2:</u></a>	Illustrate places and events in U.S. history through the use of narratives and graphic representations. Remarks/Examples Examples are maps, graphs, tables.



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