

Course: M/J Comprehensive Science 3-2002100

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BASIC INFORMATION

Course Number:	2002100
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades 6,7,8, Grades six To eight Education Courses, Middle, Grade Self Contained, Science, Earth, Space, Earth/Space Sciences, M/J Comprehensive Science 3, M/J COMP SCI 3
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Science</p> <p>SubSubject: Earth/Space Sciences</p>
Course Title:	M/J Comprehensive Science 3
Course Abbreviated Title:	M/J COMP SCI 3
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus

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and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

Special Notes:

Instructional Practices

Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:

1. Ensuring wide reading from complex text that varies in length.
2. Making close reading and rereading of texts central to lessons.
3. Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.
4. Emphasizing students supporting answers based upon evidence from the text.
5. Providing extensive research and writing opportunities (claims and evidence).

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

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- Rocks and rock formations bear evidence of the minerals, materials, temperature/pressure conditions, and forces that created them. ([SC.4.E.6.1](#) and [SC.4.E.6.2](#))
- Earth as a whole has a magnetic field that is detectable at the surface with a compass, with north and south poles and lines of force. ([SC.912.P.10.16](#))
- The Sun is the major source of energy for phenomena on Earth's surface. ([SC.3.L.17.2](#); [SC.3.E.5.2](#); [SC.3.E.6.1](#); [SC.4.P.10.4](#); [SC.4.L.17.2](#))
- Water, which covers the majority of Earth's surface, circulates through the crust, oceans, and atmosphere in what is known as the water cycle. ([SC.5.E.7.1](#); [SC.5.E.7.2](#); [SC.5.E.7.6](#))
- A tiny fraction of the light energy from the Sun is Earth's primary source of energy, heating Earth surfaces and providing the energy that results in wind, ocean currents, and storms. ([SC.2.E.7.2](#); [SC.3.E.6.1](#))
- Following fertilization, cell division produces a small cluster of cells that then differentiate by appearance and function to form the basic tissues of an embryo. ([SC.912.L.16.13](#))
- Characteristics of organisms are influenced by heredity and environment. ([SC.4.L.16.2](#) and [SC.4.L.16.3](#))
- Nuclear reactions take place in the Sun. ([SC.912.P.10.10](#); [SC.912.P.10.11](#))

The NAEP frameworks for Science may be accessed at <http://www.nagb.org/publications/frameworks/science-09.pdf>

STANDARDS (66)

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

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

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- MAFS.K12.MP.2.1 Reason abstractly and quantitatively.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.4.1 Model with mathematics.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.
- MAFS.K12.MP.7.1 Look for and make use of structure.
- MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.

<u>LAFS.68.RST.1.1:</u>	Cite specific textual evidence to support analysis of science and technical texts.
<u>LAFS.68.RST.1.2:</u>	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
<u>LAFS.68.RST.1.3:</u>	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.RST.2.5:</u>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
<u>LAFS.68.RST.2.6:</u>	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<u>LAFS.68.RST.3.7:</u>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<u>LAFS.68.RST.3.8:</u>	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
<u>LAFS.68.RST.3.9:</u>	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
<u>LAFS.68.RST.4.10:</u>	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

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<p><u>LAFS.68.WHST.1.1:</u></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> 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. 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>SC.8.E.5.3:</u></p>	<p>Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.</p>
<p><u>SC.8.E.5.4:</u></p>	<p>Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.</p>
<p><u>LAFS.68.WHST.1.2:</u></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"> 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.

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	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.5:</u>	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.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LAFS.68.WHST.3.7:</u>	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.
<u>LAFS.68.WHST.3.8:</u>	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.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>LAFS.68.WHST.4.10:</u>	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.
<u>SC.8.E.5.11:</u>	Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.
<u>SC.8.E.5.12:</u>	Summarize the effects of space exploration on the economy and culture of Florida.

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<u>SC.8.E.5.2:</u>	Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.
<u>LAFS.8.SL.1.1:</u>	<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"> 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<u>LAFS.8.SL.1.2:</u>	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.
<u>LAFS.8.SL.1.3:</u>	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.
<u>LAFS.8.SL.2.4:</u>	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.
<u>LAFS.8.SL.2.5:</u>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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<u>MAFS.8.F.2.5:</u>	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
<u>MAFS.8.G.3.9:</u>	<p>Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p> <p>Remarks/Examples</p> <p>Fluency Expectations or Examples of Culminating Standards</p> <p>When students learn to solve problems involving volumes of cones, cylinders, and spheres — together with their previous grade 7 work in angle measure, area, surface area and volume (7.G.2.4–2.6) — they will have acquired a well-developed set of geometric measurement skills. These skills, along with proportional reasoning (7.RP) and multistep numerical problem solving (7.EE.2.3), can be combined and used in flexible ways as part of modeling during high school — not to mention after high school for college and careers.</p>
<u>SC.8.E.5.1:</u>	Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance.
<u>SC.8.E.5.10:</u>	<p>Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.</p> <p>Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
<u>SC.8.E.5.5:</u>	Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).
<u>SC.8.F.5.6:</u>	Create models of solar properties including: rotation, structure of

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	<p>the Sun, convection, sunspots, solar flares, and prominences. Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics; and MAFS.K12.MP.7: Look for and make use of structure.</p>
<u>SC.8.E.5.7:</u>	<p>Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.</p>
<u>SC.8.E.5.8:</u>	<p>Compare various historical models of the Solar System, including geocentric and heliocentric. Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<u>SC.8.E.5.9:</u>	<p>Explain the impact of objects in space on each other including:</p> <ol style="list-style-type: none"> 1. the Sun on the Earth including seasons and gravitational attraction 2. the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.
<u>SC.8.L.18.1:</u>	<p>Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.</p>
<u>SC.8.L.18.2:</u>	<p>Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.</p>
<u>SC.8.L.18.3:</u>	<p>Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment. Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<u>SC.8.L.18.4:</u>	<p>Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.</p>

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<u>SC.8.N.1.1:</u>	Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
<u>SC.8.N.1.2:</u>	Design and conduct a study using repeated trials and replication.
<u>SC.8.N.1.3:</u>	Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.
<u>SC.8.N.1.4:</u>	Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.
<u>SC.8.N.1.5:</u>	Analyze the methods used to develop a scientific explanation as seen in different fields of science.
<u>SC.8.N.1.6:</u>	Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence. Remarks/Examples MAFS Connections: MAFS.K12.MP.4: Model with mathematics.
<u>SC.8.N.2.1:</u>	Distinguish between scientific and pseudoscientific ideas. Remarks/Examples Science is testable, pseudo-science is not; science seeks falsifications, pseudo-science seeks confirmations (e.g. astrology is pseudoscience).
<u>SC.8.N.2.2:</u>	Discuss what characterizes science and its methods. Remarks/Examples Science is the systematic, organized inquiry that is derived from observations and experimentation that can be verified through testing to explain natural phenomena.

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<u>SC.8.N.3.1:</u>	Select models useful in relating the results of their own investigations. Remarks/Examples MAFS Connections: MAFS.K12.MP.4: Model with mathematics.
<u>SC.8.N.3.2:</u>	Explain why theories may be modified but are rarely discarded.
<u>SC.8.N.4.1:</u>	Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.
<u>SC.8.N.4.2:</u>	Explain how political, social, and economic concerns can affect science, and vice versa.
<u>SC.8.P.8.1:</u>	Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases. Remarks/Examples Recognize that matter is composed of discrete units called atoms and atoms are composed of sub-atomic particles called protons, neutrons, and electrons. Solid is the state in which intermolecular attractions keep the molecules in fixed spatial relationships. Liquid is the state in which intermolecular attractions keep molecules in proximity, but not in fixed relationships. Gas is the state in which molecules are comparatively separated and intermolecular attractions have relatively little effect on their respective motions. MAFS Connections: MAFS.K12.MP.4: Model with mathematics.
<u>SC.8.P.8.2:</u>	Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.
<u>SC.8.P.8.3:</u>	Explore and describe the densities of various materials through measurement of their masses and volumes. Remarks/Examples MAFS Connections: MAFS.K12.MP.5: Use appropriate tools

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	strategically; and, MAFS.K12.MP.6: Attend to precision.
<u>SC.8.P.8.4:</u>	Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample. Remarks/Examples
	MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.
<u>SC.8.P.8.5:</u>	Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter. Remarks/Examples
	Demonstrate with atomic models how atoms can combine in many ways. Explain why there are many, but limited, combinations. Use models to demonstrate the conservation of mass in modeled chemical reactions.
<u>SC.8.P.8.6:</u>	Recognize that elements are grouped in the periodic table according to similarities of their properties.
<u>SC.8.P.8.7:</u>	Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons). Remarks/Examples
	MAFS Connections: MAFS.K12.MP.4: Model with mathematics.
<u>SC.8.P.8.8:</u>	Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.
<u>SC.8.P.8.9:</u>	Distinguish among mixtures (including solutions) and pure substances. Remarks/Examples
	Pure substances include elements and compounds. Mixtures are

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	classified as heterogeneous (mixtures) or homogeneous (solutions). Methods for separating mixtures include: distillation, chromatography, reverse osmosis, diffusion through semi-permeable membranes.
<u>SC.8.P.9.1:</u>	Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.
<u>SC.8.P.9.2:</u>	Differentiate between physical changes and chemical changes.
<u>SC.8.P.9.3:</u>	Investigate and describe how temperature influences chemical changes.

RELATED GLOSSARY TERM DEFINITIONS (64)

Acid:	A substance that increases the H ⁺ concentration when added to a water solution Acids turn blue litmus paper red, have a pH of less than 7, and their aqueous solutions react with bases and certain metals to form salts.
Atom:	The smallest unit of a chemical element that can still retain the properties of that element.
Attraction :	A term used to describe the electric or magnetic force exerted by oppositely charged objects or to describe the gravitational force that pulls objects toward each other.
Base:	A substance that increases the OH ⁻ concentration of a solution; a proton acceptor.
Boil:	To change from a liquid to a vapor by the application of heat.
Chemical change:	A reaction or a change in a substance produced by chemical means that results in producing a different chemical.

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Compound:	A substance made up of at least two different elements held together by chemical bonds that can only be broken down into elements by chemical processes.
Conduction:	To transmit heat, sound, or electricity through a medium.
Conductivity:	The ability or power to conduct or transmit heat, electricity, or sound.
Conservation of Mass:	The principle that mass cannot be created or destroyed; also conservation of matter.
Convection:	Heat transfer in a gas or liquid by the circulation of currents from one region to another.
Density:	Concentration of matter of an object; number of individuals in the same species that live in a given area; the mass per unit volume.
Eclipse:	The partial or total blocking of light of one celestial object by another.
Electromagnetic spectrum:	The entire range of electromagnetic radiation. At one end of the spectrum are gamma rays, which have the shortest wavelengths and high frequencies. At the other end are radio waves, which have the longest wavelengths and low frequencies. Visible light is near the center of the spectrum.
Electron:	A stable elementary particle in the lepton family having a mass at rest of 9.107×10^{-28} grams and an electric charge of approximately -1.602×10^{-19} coulombs. Electrons orbit about the positively charged nuclei of atoms in distinct orbitals of different energy levels, called shells.
Energy:	The capacity to do work.
Environment:	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Force:	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of

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	objects in the direction of its application; a push or pull.
Frequency:	The number of cycles or waves per unit time.
Galaxy:	A large collection of stars, gases, and dust that are part of the universe (e.g., the Milky Way galaxy) bound together by gravitational forces.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Geocentric:	Relating to a model of the solar system or universe having the Earth as the center.
Gravity:	The force of attraction between any two objects.
Heliocentric:	Relating to a model of the solar system or universe having the Sun as the center.
Hypothesis :	A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Magnetic:	Having the property of attracting iron and certain other materials by virtue of a field of force.
Mass:	The amount of matter an object contains.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Melt:	To be changed from a solid to a liquid state especially by the application of heat.
Membrane:	A thin layer of tissue that surrounds or lines a cell, a group of cells, or a cavity; any barrier separating two fluids.
Model :	A systematic description of an object or phenomenon that shares

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	important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Molecule:	The smallest unit of matter of a substance that retains all the physical and chemical properties of that substance; consists of a single atom or a group of atoms bonded together.
Moon:	A natural satellite that revolves around a planet.
Motion:	The act or process of changing position and/or direction.
Neutron:	A subatomic particle having zero charge, found in the nucleus of an atom.
Nucleus:	The center region of an atom where protons and neutrons are located; also a cell structure that contains the cell genetic material of the cell.
Observation :	What one has observed using senses or instruments.
Organism:	An individual form of life of one or more cells that maintains various vital processes necessary for life.
Periodic table:	A tabular arrangement of the elements according to their atomic numbers so that elements with similar properties are in the same column.
Photosynthesis:	A chemical process by which plants use light energy to convert carbon dioxide and water into carbohydrates (sugars).
Physical change :	A change of a substance from one form to another without a change in its chemical properties.
Planet:	A large body in space that orbits a star and does not produce light of its own.
Proton:	A subatomic particle having a positive charge and which is found in the nucleus of an atom.
Pseudoscientific:	A theory, methodology, or practice that is considered to be without scientific foundation.
Replication:	In scientific research, conducting an experiment to confirm findings or to ensure accuracy. In molecular biology, the process by which genetic material is copied in cells.

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Season:	One of four natural divisions of the year—spring, summer, autumn, and winter—in temperate zones. Each season has its own characteristic weather and lasts approximately three months. The change in the seasons is brought about by the shift in the angle at which the Sun's rays strike the Earth. This angle changes as the Earth orbits in its yearly cycle around the Sun due to the tilt of the Earth's axis.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
Solar system:	A star and all the planets and other bodies that orbit it; the region in space where these bodies move.
Solid:	Having a definite shape and a definite volume; one of the fundamental states of matter.
Solubility:	The ability or tendency of one substance to dissolve in another at a given temperature and pressure.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Speed:	Amount of distance traveled divided by time taken; the time-rate at which any physical process takes place.
Sun:	The closest star to Earth and the center of our solar system.
Theory :	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
Tide:	The regular rise and fall in the surface level of the Earth's oceans, seas, and bays caused by the gravitational attraction of the Moon and to a lesser extent of the Sun.
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Wavelength:	The distance between crests of a wave.

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Weight:

The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.



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Course: M/J Comprehensive Science 3, Advanced- 2002110

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4325>

BASIC INFORMATION

Course Number:	2002110
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades 6,7,8, Grades six To eight Education Courses, Middle, Grade Self Contained, Science, Earth, Space, Earth/Space Sciences, M/J Comprehensive Science 3, Advanced, M/J COMP SCI 3 ADV
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Science</p> <p>SubSubject: Earth/Space Sciences</p>
Course Title:	M/J Comprehensive Science 3, Advanced
Course Abbreviated Title:	M/J COMP SCI 3 ADV
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
General Notes:	Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus

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and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

Special Notes:

Instructional Practices

Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:

1. Ensuring wide reading from complex text that varies in length.
2. Making close reading and rereading of texts central to lessons.
3. Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.
4. Emphasizing students supporting answers based upon evidence from the text.
5. Providing extensive research and writing opportunities (claims and evidence).

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

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- Rocks and rock formations bear evidence of the minerals, materials, temperature/pressure conditions, and forces that created them. ([SC.4.E.6.1](#) and [SC.4.E.6.2](#))
- Earth as a whole has a magnetic field that is detectable at the surface with a compass, with north and south poles and lines of force. ([SC.912.P.10.16](#))
- The Sun is the major source of energy for phenomena on Earth's surface. ([SC.3.L.17.2](#); [SC.3.E.5.2](#); [SC.3.E.6.1](#); [SC.4.P.10.4](#); [SC.4.L.17.2](#))
- Water, which covers the majority of Earth's surface, circulates through the crust, oceans, and atmosphere in what is known as the water cycle. ([SC.5.E.7.1](#); [SC.5.E.7.2](#); [SC.5.E.7.6](#))
- A tiny fraction of the light energy from the Sun is Earth's primary source of energy, heating Earth surfaces and providing the energy that results in wind, ocean currents, and storms. ([SC.2.E.7.2](#); [SC.3.E.6.1](#))
- Following fertilization, cell division produces a small cluster of cells that then differentiate by appearance and function to form the basic tissues of an embryo. ([SC.912.L.16.13](#))
- Characteristics of organisms are influenced by heredity and environment. ([SC.4.L.16.2](#) and [SC.4.L.16.3](#))
- Nuclear reactions take place in the Sun. ([SC.912.P.10.10](#); [SC.912.P.10.11](#))

The NAEP frameworks for Science may be accessed at <http://www.nagb.org/publications/frameworks/science-09.pdf>

STANDARDS (77)

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

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

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- MAFS.K12.MP.2.1 Reason abstractly and quantitatively.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.4.1 Model with mathematics.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.
- MAFS.K12.MP.7.1 Look for and make use of structure.
- MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.

<u>LAFS.68.RST.1.1:</u>	Cite specific textual evidence to support analysis of science and technical texts.
<u>LAFS.68.RST.1.2:</u>	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
<u>LAFS.68.RST.1.3:</u>	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.RST.2.5:</u>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
<u>LAFS.68.RST.2.6:</u>	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<u>LAFS.68.RST.3.7:</u>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<u>LAFS.68.RST.3.8:</u>	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
<u>LAFS.68.RST.3.9:</u>	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
<u>LAFS.68.RST.4.10:</u>	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

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<p><u>LAFS.68.WHST.1.1:</u></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> 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. 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>SC.8.E.5.1:</u></p>	<p>Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance.</p>
<p><u>SC.8.E.5.10:</u></p>	<p>Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.</p> <p>Remarks/Examples</p> <hr/> <p>MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p> <hr/>
<p><u>SC.912.L.18.7:</u></p>	<p>Identify the reactants, products, and basic functions of photosynthesis.</p>
<p><u>LAFS.68.WHST.1.2:</u></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"> 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.

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	<ul style="list-style-type: none"> 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.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.5:</u>	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.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LAFS.68.WHST.3.7:</u>	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.
<u>LAFS.68.WHST.3.8:</u>	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.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>LAFS.68.WHST.4.10:</u>	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

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	audiences.
<u>SC.8.E.5.11:</u>	Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.
<u>SC.8.E.5.12:</u>	Summarize the effects of space exploration on the economy and culture of Florida.
<u>SC.8.E.5.2:</u>	Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.
<u>LAFS.8.SL.1.1:</u>	<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"> 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<u>LAFS.8.SL.1.2:</u>	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.
<u>LAFS.8.SL.1.3:</u>	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.

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<u>LAFS.8.SL.2.4:</u>	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.
<u>LAFS.8.SL.2.5:</u>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<u>MAFS.8.F.2.5:</u>	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
<u>MAFS.8.G.3.9:</u>	<p>Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p> <p>Remarks/Examples</p> <p>Fluency Expectations or Examples of Culminating Standards</p> <p>When students learn to solve problems involving volumes of cones, cylinders, and spheres — together with their previous grade 7 work in angle measure, area, surface area and volume (7.G.2.4–2.6) — they will have acquired a well-developed set of geometric measurement skills. These skills, along with proportional reasoning (7.RP) and multistep numerical problem solving (7.EE.2.3), can be combined and used in flexible ways as part of modeling during high school — not to mention after high school for college and careers.</p>
<u>MAFS.8.SP.1.4:</u>	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at</i>

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	<i>home. Is there evidence that those who have a curfew also tend to have chores?</i>
<u>SC.8.E.5.3:</u>	Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.
<u>SC.8.E.5.4:</u>	Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.
<u>SC.8.E.5.5:</u>	Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).
<u>SC.8.E.5.6:</u>	<p>Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences. Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics; and MAFS.K12.MP.7: Look for and make use of structure.</p>
<u>SC.8.E.5.7:</u>	Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.
<u>SC.8.E.5.8:</u>	<p>Compare various historical models of the Solar System, including geocentric and heliocentric. Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<u>SC.8.E.5.9:</u>	<p>Explain the impact of objects in space on each other including:</p> <ol style="list-style-type: none"> 1. the Sun on the Earth including seasons and gravitational attraction 2. the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.
<u>SC.8.I.18.1:</u>	Describe and investigate the process of photosynthesis, such as

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	the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.
<u>SC.8.L.18.2:</u>	Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.
<u>SC.8.L.18.3:</u>	Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment. Remarks/Examples MAFS Connections: MAFS.K12.MP.4: Model with mathematics.
<u>SC.8.L.18.4:</u>	Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.
<u>SC.8.N.1.1:</u>	Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
<u>SC.8.N.1.2:</u>	Design and conduct a study using repeated trials and replication.
<u>SC.8.N.1.3:</u>	Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.
<u>SC.8.N.1.4:</u>	Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.
<u>SC.8.N.1.5:</u>	Analyze the methods used to develop a scientific explanation as seen in different fields of science.
<u>SC.8.N.1.6:</u>	Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence. Remarks/Examples MAFS Connections: MAFS.K12.MP.4: Model with mathematics.

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<u>SC.8.N.2.1:</u>	<p>Distinguish between scientific and pseudoscientific ideas. Remarks/Examples</p> <p>Science is testable, pseudo-science is not; science seeks falsifications, pseudo-science seeks confirmations (e.g. astrology is pseudoscience).</p>
<u>SC.8.N.2.2:</u>	<p>Discuss what characterizes science and its methods. Remarks/Examples</p> <p>Science is the systematic, organized inquiry that is derived from observations and experimentation that can be verified through testing to explain natural phenomena.</p>
<u>SC.8.N.3.1:</u>	<p>Select models useful in relating the results of their own investigations. Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<u>SC.8.N.3.2:</u>	<p>Explain why theories may be modified but are rarely discarded.</p>
<u>SC.8.N.4.1:</u>	<p>Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.</p>
<u>SC.8.N.4.2:</u>	<p>Explain how political, social, and economic concerns can affect science, and vice versa.</p>
<u>SC.8.P.8.1:</u>	<p>Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases. Remarks/Examples</p> <p>Recognize that matter is composed of discrete units called atoms and atoms are composed of sub-atomic particles called protons, neutrons, and electrons. Solid is the state in which intermolecular attractions keep the molecules in fixed spatial relationships. Liquid is the state in which intermolecular attractions keep molecules in proximity, but not in fixed relationships. Gas is the state in which molecules are</p>

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	<p>comparatively separated and intermolecular attractions have relatively little effect on their respective motions.</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<u>SC.8.P.8.2:</u>	<p>Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.</p>
<u>SC.8.P.8.3:</u>	<p>Explore and describe the densities of various materials through measurement of their masses and volumes.</p> <p>Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
<u>SC.8.P.8.4:</u>	<p>Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.</p> <p>Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
<u>SC.8.P.8.5:</u>	<p>Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.</p> <p>Remarks/Examples</p> <p>Demonstrate with atomic models how atoms can combine in many ways. Explain why there are many, but limited, combinations. Use models to demonstrate the conservation of mass in modeled chemical reactions.</p>
<u>SC.8.P.8.6:</u>	<p>Recognize that elements are grouped in the periodic table according to similarities of their properties.</p>
<u>SC.8.P.8.7:</u>	<p>Explore the scientific theory of atoms (also known as atomic</p>

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	<p>theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons).</p> <p>Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<u>SC.8.P.8.8:</u>	Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.
<u>SC.8.P.8.9:</u>	<p>Distinguish among mixtures (including solutions) and pure substances.</p> <p>Remarks/Examples</p> <p>Pure substances include elements and compounds. Mixtures are classified as heterogeneous (mixtures) or homogeneous (solutions). Methods for separating mixtures include: distillation, chromatography, reverse osmosis, diffusion through semi-permeable membranes.</p>
<u>SC.8.P.9.1:</u>	Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.
<u>SC.8.P.9.2:</u>	Differentiate between physical changes and chemical changes.
<u>SC.8.P.9.3:</u>	Investigate and describe how temperature influences chemical changes.
<u>SC.912.E.5.4:</u>	<p>Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.</p> <p>Remarks/Examples</p> <p>Describe the physical properties of the Sun (sunspot cycles, solar flares, prominences, layers of the Sun, coronal mass ejections, and nuclear reactions) and the impact of the Sun as the main source of external energy for the Earth.</p>
<u>SC.912.L.18.8:</u>	Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.
<u>SC.912.L.18.9:</u>	Explain the interrelated nature of photosynthesis and cellular respiration.

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	<p>Remarks/Examples</p> <p>Annually assessed on Biology EOC. Also assesses SC.912.L.18.7; SC.912.L.18.8; SC.912.L.18.10.</p>
<u>SC.912.P.8.1:</u>	<p>Differentiate among the four states of matter.</p> <p>Remarks/Examples</p> <p>Differentiate among the four states of matter (solid, liquid, gas and plasma) in terms of energy, particle motion, and phase transitions. (Note: Currently five states of matter have been identified.)</p>
<u>SC.912.P.8.11:</u>	<p>Relate acidity and basicity to hydronium and hydroxyl ion concentration and pH.</p> <p>Remarks/Examples</p> <p>Use experimental data to illustrate and explain the pH scale to characterize acid and base solutions. Compare and contrast the strengths of various common acids and bases.</p>
<u>SC.912.P.8.2:</u>	<p>Differentiate between physical and chemical properties and physical and chemical changes of matter.</p> <p>Remarks/Examples</p> <p>Discuss volume, compressibility, density, conductivity, malleability, reactivity, molecular composition, freezing, melting and boiling points. Describe simple laboratory techniques that can be used to separate homogeneous and heterogeneous mixtures (e.g. filtration, distillation, chromatography, evaporation).</p>
<u>SC.912.P.8.4:</u>	<p>Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in terms of protons, neutrons and electrons, and differentiate among these particles in terms of their mass, electrical charges and locations within the atom.</p> <p>Remarks/Examples</p> <p>Explain that electrons, protons and neutrons are parts of the atom and that the nuclei of atoms are composed of protons and</p>

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	<p>neutrons, which experience forces of attraction and repulsion consistent with their charges and masses.</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<u>SC.912.P.8.5:</u>	<p>Relate properties of atoms and their position in the periodic table to the arrangement of their electrons.</p> <p>Remarks/Examples</p> <p>Use the periodic table and electron configuration to determine an element's number of valence electrons and its chemical and physical properties. Explain how chemical properties depend almost entirely on the configuration of the outer electron shell.</p>
<u>SC.912.P.8.7:</u>	<p>Interpret formula representations of molecules and compounds in terms of composition and structure.</p> <p>Remarks/Examples</p> <p>Write chemical formulas for simple covalent (HCl, SO₂, CO₂, and CH₄), ionic (Na⁺ + Cl⁻ → NaCl) and molecular (O₂, H₂O) compounds. Predict the formulas of ionic compounds based on the number of valence electrons and the charges on the ions.</p>

RELATED GLOSSARY TERM DEFINITIONS (70)

Acid:	A substance that increases the H ⁺ concentration when added to a water solution Acids turn blue litmus paper red, have a pH of less than 7, and their aqueous solutions react with bases and certain metals to form salts.
Aerobic:	Occurring in the presence of oxygen or requiring oxygen to live. In

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	aerobic respiration, which is the process used by the cells of most organisms, the production of energy from glucose metabolism requires the presence of oxygen.
Anaerobic :	Occurring in the absence of oxygen or not requiring oxygen to live. Anaerobic bacteria produce energy from food molecules without the presence of oxygen.
Atom:	The smallest unit of a chemical element that can still retain the properties of that element.
Attraction :	A term used to describe the electric or magnetic force exerted by oppositely charged objects or to describe the gravitational force that pulls objects toward each other.
Base:	A substance that increases the OH ⁻ concentration of a solution; a proton acceptor.
Boil:	To change from a liquid to a vapor by the application of heat.
Chemical change:	A reaction or a change in a substance produced by chemical means that results in producing a different chemical.
Compound:	A substance made up of at least two different elements held together by chemical bonds that can only be broken down into elements by chemical processes.
Concentration:	The relative amount of a particular substance, a solute, or mixture.
Conduction:	To transmit heat, sound, or electricity through a medium.
Conductivity:	The ability or power to conduct or transmit heat, electricity, or sound.
Conservation of Mass:	The principle that mass cannot be created or destroyed; also conservation of matter.
Convection:	Heat transfer in a gas or liquid by the circulation of currents from one region to another.
Density:	Concentration of matter of an object; number of individuals in the same species that live in a given area; the mass per unit volume.
Eclipse:	The partial or total blocking of light of one celestial object by another.

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Electromagnetic spectrum:	The entire range of electromagnetic radiation. At one end of the spectrum are gamma rays, which have the shortest wavelengths and high frequencies. At the other end are radio waves, which have the longest wavelengths and low frequencies. Visible light is near the center of the spectrum.
Electron:	A stable elementary particle in the lepton family having a mass at rest of 9.107×10^{-28} grams and an electric charge of approximately -1.602×10^{-19} coulombs. Electrons orbit about the positively charged nuclei of atoms in distinct orbitals of different energy levels, called shells.
Energy:	The capacity to do work.
Environment:	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
Evaporation:	The process by which a liquid is converted to its vapor phase by heating the liquid.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Force:	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
Freeze:	To pass from the liquid to the solid state by loss of heat from the substance/system.
Frequency:	The number of cycles or waves per unit time.
Galaxy:	A large collection of stars, gases, and dust that are part of the universe (e.g., the Milky Way galaxy) bound together by gravitational forces.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Geocentric:	Relating to a model of the solar system or universe having the Earth as the center.
Gravity:	The force of attraction between any two objects.

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Heliocentric:	Relating to a model of the solar system or universe having the Sun as the center.
Hypothesis :	A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Magnetic:	Having the property of attracting iron and certain other materials by virtue of a field of force.
Mass:	The amount of matter an object contains.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Melt:	To be changed from a solid to a liquid state especially by the application of heat.
Membrane:	A thin layer of tissue that surrounds or lines a cell, a group of cells, or a cavity; any barrier separating two fluids.
Model :	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Molecule:	The smallest unit of matter of a substance that retains all the physical and chemical properties of that substance; consists of a single atom or a group of atoms bonded together.
Moon:	A natural satellite that revolves around a planet.
Motion:	The act or process of changing position and/or direction.
Neutron:	A subatomic particle having zero charge, found in the nucleus of an atom.

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Nuclear reaction:	A process, such as fission, fusion, or radioactive decay, in which the structure of an atomic nucleus is altered through release of energy or mass or by being broken apart.
Nucleus:	The center region of an atom where protons and neutrons are located; also a cell structure that contains the cell genetic material of the cell.
Observation :	What one has observed using senses or instruments.
Organism:	An individual form of life of one or more cells that maintains various vital processes necessary for life.
Periodic table:	A tabular arrangement of the elements according to their atomic numbers so that elements with similar properties are in the same column.
Photosynthesis:	A chemical process by which plants use light energy to convert carbon dioxide and water into carbohydrates (sugars).
Physical change :	A change of a substance from one form to another without a change in its chemical properties.
Planet:	A large body in space that orbits a star and does not produce light of its own.
Proton:	A subatomic particle having a positive charge and which is found in the nucleus of an atom.
Pseudoscientific:	A theory, methodology, or practice that is considered to be without scientific foundation.
Replication:	In scientific research, conducting an experiment to confirm findings or to ensure accuracy. In molecular biology, the process by which genetic material is copied in cells.
Season:	One of four natural divisions of the year—spring, summer, autumn, and winter—in temperate zones. Each season has its own characteristic weather and lasts approximately three months. The change in the seasons is brought about by the shift in the angle at which the Sun's rays strike the Earth. This angle changes as the Earth orbits in its yearly cycle around the Sun due to the tilt of the Earth's axis.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight,

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	smell, touch, taste, and equilibrium.
Solar system:	A star and all the planets and other bodies that orbit it; the region in space where these bodies move.
Solid:	Having a definite shape and a definite volume; one of the fundamental states of matter.
Solubility:	The ability or tendency of one substance to dissolve in another at a given temperature and pressure.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Speed:	Amount of distance traveled divided by time taken; the time-rate at which any physical process takes place.
Sun:	The closest star to Earth and the center of our solar system.
Theory :	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
Tide:	The regular rise and fall in the surface level of the Earth's oceans, seas, and bays caused by the gravitational attraction of the Moon and to a lesser extent of the Sun.
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Wavelength:	The distance between crests of a wave.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.

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Course: M/J Physical Science- 2003010

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4247>

BASIC INFORMATION

Course Number:	2003010
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades 6,7,8, Grades six To eight Education Courses, Middle, Grade Self Contained, Science, Physical Sciences, M/J Physical Science, M/J PHY SCI
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Science SubSubject: Physical Sciences
Course Title:	M/J Physical Science
Course Abbreviated Title:	M/J PHY SCI
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National

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Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

Special Notes:

Instructional Practices: Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:

1. Ensuring wide reading from complex text that varies in length.
2. Making close reading and rereading of texts central to lessons.
3. Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.
4. Emphasizing students supporting answers based upon evidence from the text.
5. Providing extensive research and writing opportunities (claims and evidence).

STANDARDS (87)

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

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.2.1 Reason abstractly and quantitatively.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.4.1 Model with mathematics.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.
- MAFS.K12.MP.7.1 Look for and make use of structure.
- MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.

Use grade appropriate Nature of Science benchmarks (i.e. if this course is offered to seventh grade students, then the SC.7.N benchmarks should be integrated into the course content, and SC.6.N and SC.8.N benchmarks should be omitted from the seventh grade course).

<u>LAFS.68.RST.1.1:</u>	Cite specific textual evidence to support analysis of science and technical texts.
<u>LAFS.68.RST.1.2:</u>	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
<u>LAFS.68.RST.1.3:</u>	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.RST.2.5:</u>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
<u>LAFS.68.RST.2.6:</u>	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<u>LAFS.68.RST.3.7:</u>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

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<u>LAFS.68.RST.3.8:</u>	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
<u>LAFS.68.RST.3.9:</u>	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
<u>LAFS.68.RST.4.10:</u>	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
<u>LAFS.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> 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. 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>MAFS.8.F.2.5:</u>	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
<u>SC.8.N.1.5:</u>	Analyze the methods used to develop a scientific explanation as seen in different fields of science.
<u>LAFS.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader

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	<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"> 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.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.5:</u>	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.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LAFS.68.WHST.3.7:</u>	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.
<u>LAFS.68.WHST.3.8:</u>	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.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.

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<p><u>LAFS.68.WHST.4.10:</u></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><u>MAFS.8.G.3.9:</u></p>	<p>Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p> <p>Remarks/Examples</p> <p>Fluency Expectations or Examples of Culminating Standards</p> <p>When students learn to solve problems involving volumes of cones, cylinders, and spheres — together with their previous grade 7 work in angle measure, area, surface area and volume (7.G.2.4–2.6) — they will have acquired a well-developed set of geometric measurement skills. These skills, along with proportional reasoning (7.RP) and multistep numerical problem solving (7.EE.2.3), can be combined and used in flexible ways as part of modeling during high school — not to mention after high school for college and careers.</p>
<p><u>LAFS.8.SL.1.1:</u></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"> 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light

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	of the evidence presented.
<u>LAFS.8.SL.1.2:</u>	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.
<u>LAFS.8.SL.1.3:</u>	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.
<u>LAFS.8.SL.2.4:</u>	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.
<u>LAFS.8.SL.2.5:</u>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<u>MAFS.6.SP.2.5:</u>	<p>Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
<u>MAFS.7.SP.2.4:</u>	Use measures of center and measures of variability for numerical

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	<p>data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p>
<u>MAFS.7.SP.3.5:</u>	<p>Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>
<u>SC.6.N.1.1:</u>	<p>Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>Remarks/Examples</p> <p>LAFS Connections: LAFS.68.RST.1.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>
<u>SC.6.N.1.2:</u>	<p>Explain why scientific investigations should be replicable.</p>
<u>SC.6.N.1.3:</u>	<p>Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.</p> <p>Remarks/Examples</p> <p>Explain that an investigation is observing or studying the natural world, without interference or manipulation, and an experiment is an investigation that involves variables (independent/manipulated and dependent/ outcome) and establishes cause-and-effect relationships (Schwartz, 2007).</p>
<u>SC.6.N.1.4:</u>	<p>Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.</p>

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<u>SC.6.N.1.5:</u>	<p>Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.</p> <p>Remarks/Examples</p> <p>LAFS Connections: LAFS.68.RST.3.7; LAFS.68.WHST.1.2; and, LAFS.68.WHST.3.9.</p>
<u>SC.6.N.2.1:</u>	<p>Distinguish science from other activities involving thought.</p> <p>Remarks/Examples</p> <p>Thought refers to any mental or intellectual activity involving an individual's subjective consciousness. Science is a systematic process that pursues, builds and organizes knowledge in the form of testable explanations and predictions about the natural world.</p>
<u>SC.6.N.2.2:</u>	<p>Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.</p>
<u>SC.6.N.2.3:</u>	<p>Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.</p>
<u>SC.6.N.3.1:</u>	<p>Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.</p>
<u>SC.6.N.3.2:</u>	<p>Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.</p>
<u>SC.6.N.3.3:</u>	<p>Give several examples of scientific laws.</p>
<u>SC.6.N.3.4:</u>	<p>Identify the role of models in the context of the sixth grade science benchmarks.</p> <p>Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<u>SC.6.P.11.1:</u>	<p>Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice</p>

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	versa.
<u>SC.6.P.12.1:</u>	<p>Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.</p> <p>Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
<u>SC.6.P.13.1:</u>	Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.
<u>SC.6.P.13.2:</u>	Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.
<u>SC.6.P.13.3:</u>	Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.
<u>SC.7.N.1.1:</u>	<p>Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>Remarks/Examples</p> <p>LAFS Connections: LAFS.68.RST.1.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>
<u>SC.7.N.1.2:</u>	Differentiate replication (by others) from repetition (multiple trials).
<u>SC.7.N.1.3:</u>	Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.

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<u>SC.7.N.1.4:</u>	Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.
<u>SC.7.N.1.5:</u>	Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.
<u>SC.7.N.1.6:</u>	Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.
<u>SC.7.N.1.7:</u>	Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.
<u>SC.7.N.2.1:</u>	Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.
<u>SC.7.N.3.1:</u>	Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.
<u>SC.7.N.3.2:</u>	Identify the benefits and limitations of the use of scientific models. Remarks/Examples MAFS Connections: MAFS.K12.MP.4: Model with mathematics.
<u>SC.7.P.10.1:</u>	Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors.
<u>SC.7.P.10.2:</u>	Observe and explain that light can be reflected, refracted, and/or absorbed.
<u>SC.7.P.10.3:</u>	Recognize that light waves, sound waves, and other waves move at different speeds in different materials.
<u>SC.7.P.11.1:</u>	Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.
<u>SC.7.P.11.2:</u>	Investigate and describe the transformation of energy from one form to another.

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<u>SC.7.P.11.3:</u>	Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.
<u>SC.7.P.11.4:</u>	Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.
<u>SC.8.N.1.1:</u>	Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
<u>SC.8.N.1.2:</u>	Design and conduct a study using repeated trials and replication.
<u>SC.8.N.1.3:</u>	Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.
<u>SC.8.N.1.4:</u>	Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.
<u>SC.8.N.1.6:</u>	Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence. Remarks/Examples MAFS Connections: MAFS.K12.MP.4: Model with mathematics.
<u>SC.8.N.2.1:</u>	Distinguish between scientific and pseudoscientific ideas. Remarks/Examples Science is testable, pseudo-science is not; science seeks falsifications, pseudo-science seeks confirmations (e.g. astrology is pseudoscience).
<u>SC.8.N.2.2:</u>	Discuss what characterizes science and its methods. Remarks/Examples

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	<p>Science is the systematic, organized inquiry that is derived from observations and experimentation that can be verified through testing to explain natural phenomena.</p>
<u>SC.8.N.3.1:</u>	<p>Select models useful in relating the results of their own investigations. Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<u>SC.8.N.3.2:</u>	<p>Explain why theories may be modified but are rarely discarded.</p>
<u>SC.8.N.4.1:</u>	<p>Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.</p>
<u>SC.8.N.4.2:</u>	<p>Explain how political, social, and economic concerns can affect science, and vice versa.</p>
<u>SC.8.P.8.1:</u>	<p>Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases. Remarks/Examples</p> <p>Recognize that matter is composed of discrete units called atoms and atoms are composed of sub-atomic particles called protons, neutrons, and electrons. Solid is the state in which intermolecular attractions keep the molecules in fixed spatial relationships. Liquid is the state in which intermolecular attractions keep molecules in proximity, but not in fixed relationships. Gas is the state in which molecules are comparatively separated and intermolecular attractions have relatively little effect on their respective motions.</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<u>SC.8.P.8.2:</u>	<p>Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.</p>
<u>SC.8.P.8.3:</u>	<p>Explore and describe the densities of various materials through</p>

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	<p>measurement of their masses and volumes.</p> <p>Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
<u>SC.8.P.8.4:</u>	<p>Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.</p> <p>Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
<u>SC.8.P.8.5:</u>	<p>Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.</p> <p>Remarks/Examples</p> <p>Demonstrate with atomic models how atoms can combine in many ways. Explain why there are many, but limited, combinations. Use models to demonstrate the conservation of mass in modeled chemical reactions.</p>
<u>SC.8.P.8.6:</u>	<p>Recognize that elements are grouped in the periodic table according to similarities of their properties.</p>
<u>SC.8.P.8.7:</u>	<p>Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons).</p> <p>Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<u>SC.8.P.8.8:</u>	<p>Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.</p>
<u>SC.8.P.8.9:</u>	<p>Distinguish among mixtures (including solutions) and pure</p>

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	<p>substances.</p> <p>Remarks/Examples</p> <p>Pure substances include elements and compounds. Mixtures are classified as heterogeneous (mixtures) or homogeneous (solutions). Methods for separating mixtures include: distillation, chromatography, reverse osmosis, diffusion through semi-permeable membranes.</p>
<u>SC.8.P.9.1:</u>	Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.
<u>SC.8.P.9.2:</u>	Differentiate between physical changes and chemical changes.
<u>SC.8.P.9.3:</u>	Investigate and describe how temperature influences chemical changes.

RELATED GLOSSARY TERM DEFINITIONS (57)

Acid:	A substance that increases the H ⁺ concentration when added to a water solution Acids turn blue litmus paper red, have a pH of less than 7, and their aqueous solutions react with bases and certain metals to form salts.
Atom:	The smallest unit of a chemical element that can still retain the properties of that element.
Base:	A substance that increases the OH ⁻ concentration of a solution; a proton acceptor.
Boil:	To change from a liquid to a vapor by the application of heat.
Chemical change:	A reaction or a change in a substance produced by chemical means that results in producing a different chemical.

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Compound:	A substance made up of at least two different elements held together by chemical bonds that can only be broken down into elements by chemical processes.
Conduction:	To transmit heat, sound, or electricity through a medium.
Conductivity:	The ability or power to conduct or transmit heat, electricity, or sound.
Conservation of Mass:	The principle that mass cannot be created or destroyed; also conservation of matter.
Density:	Concentration of matter of an object; number of individuals in the same species that live in a given area; the mass per unit volume.
Dependent variable:	Factor being measured or observed in an experiment.
Electron:	A stable elementary particle in the lepton family having a mass at rest of 9.107×10^{-28} grams and an electric charge of approximately -1.602×10^{-19} coulombs. Electrons orbit about the positively charged nuclei of atoms in distinct orbitals of different energy levels, called shells.
Energy:	The capacity to do work.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Force:	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Gravity:	The force of attraction between any two objects.
Heat:	Energy that transfers between substances because of a temperature difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
Hypothesis :	A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation.

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Independent variable:	The factor that is changed in an experiment in order to study changes in the dependent variable.
Infrared :	Relating to the invisible part of the electromagnetic spectrum with wavelengths longer than those of visible red light but shorter than those of microwaves.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Kinetic energy:	The energy possessed by a body because of its motion.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Magnetic:	Having the property of attracting iron and certain other materials by virtue of a field of force.
Mass:	The amount of matter an object contains.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Melt:	To be changed from a solid to a liquid state especially by the application of heat.
Membrane:	A thin layer of tissue that surrounds or lines a cell, a group of cells, or a cavity; any barrier separating two fluids.
Model :	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Molecule:	The smallest unit of matter of a substance that retains all the physical and chemical properties of that substance; consists of a single atom or a group of atoms bonded together.
Motion:	The act or process of changing position and/or direction.
Neutron:	A subatomic particle having zero charge, found in the nucleus of

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Course: M/J Physical Science, Advanced-2003020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4262>

BASIC INFORMATION

Course Number:	2003020
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades 6,7,8, Grades six To eight Education Courses, Middle, Grade Self Contained, Science, Physical Sciences, M/J Physical Science, Advanced, M/J PHY SCI ADV
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Science SubSubject: Physical Sciences
Course Title:	M/J Physical Science, Advanced
Course Abbreviated Title:	M/J PHY SCI ADV
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
General Notes:	Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus

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and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

Special Notes:

Instructional Practices

Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:

1. Ensuring wide reading from complex text that varies in length.
2. Making close reading and rereading of texts central to lessons.
3. Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.
4. Emphasizing students supporting answers based upon evidence from the text.
5. Providing extensive research and writing opportunities (claims and evidence).

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STANDARDS (83)

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

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.2.1 Reason abstractly and quantitatively.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.4.1 Model with mathematics.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.
- MAFS.K12.MP.7.1 Look for and make use of structure.
- MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.

Use grade appropriate Nature of Science benchmarks (i.e. if this course is offered to seventh grade students, then the SC.7.N benchmarks should be integrated into the course content, and SC.6.N and SC.8.N benchmarks should be omitted from the seventh grade course).

<u>LAFS.68.RST.1.1:</u>	Cite specific textual evidence to support analysis of science and technical texts.
<u>LAFS.68.RST.1.2:</u>	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
<u>LAFS.68.RST.1.3:</u>	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.RST.2.5:</u>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
<u>LAFS.68.RST.2.6:</u>	Analyze the author’s purpose in providing an explanation,

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	describing a procedure, or discussing an experiment in a text.
<u>LAFS.68.RST.3.7:</u>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<u>LAFS.68.RST.3.8:</u>	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
<u>LAFS.68.RST.3.9:</u>	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
<u>LAFS.68.RST.4.10:</u>	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
<u>LAFS.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> 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. 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>MAFS.8.G.3.9:</u>	<p>Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p> <p>Remarks/Examples</p> <p>Fluency Expectations or Examples of Culminating Standards</p> <p>When students learn to solve problems involving volumes of cones, cylinders, and spheres — together with their previous</p>

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	<p>grade 7 work in angle measure, area, surface area and volume (7.G.2.4–2.6) — they will have acquired a well-developed set of geometric measurement skills. These skills, along with proportional reasoning (7.RP) and multistep numerical problem solving (7.EE.2.3), can be combined and used in flexible ways as part of modeling during high school — not to mention after high school for college and careers.</p>
<p><u>LAFS.68.WHST.1.2:</u></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"> 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.
<p><u>LAFS.68.WHST.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>LAFS.68.WHST.2.5:</u></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><u>LAFS.68.WHST.2.6:</u></p>	<p>Use technology, including the Internet, to produce and publish</p>

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	writing and present the relationships between information and ideas clearly and efficiently.
<u>LAFS.68.WHST.3.7:</u>	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.
<u>LAFS.68.WHST.3.8:</u>	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.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LAFS.68.WHST.4.10:</u>	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.
<u>SC.6.P.11.1:</u>	Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.
<u>SC.6.P.12.1:</u>	Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship. Remarks/Examples
	MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.
<u>LAFS.8.SL.1.1:</u>	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 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.

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	<ul style="list-style-type: none"> b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<u>LAFS.8.SL.1.2:</u>	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.
<u>LAFS.8.SL.1.3:</u>	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.
<u>LAFS.8.SL.2.4:</u>	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.
<u>LAFS.8.SL.2.5:</u>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<u>MAFS.7.SP.2.4:</u>	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>
<u>MAFS.7.SP.3.5:</u>	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely,

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	and a probability near 1 indicates a likely event.
<u>MAFS.8.F.2.5:</u>	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
<u>SC.6.P.13.1:</u>	Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.
<u>SC.6.P.13.2:</u>	Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.
<u>SC.6.P.13.3:</u>	Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.
<u>SC.7.N.1.1:</u>	<p>Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>Remarks/Examples</p> <p>LAFS Connections: LAFS.68.RST.1.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>
<u>SC.7.N.1.2:</u>	Differentiate replication (by others) from repetition (multiple trials).
<u>SC.7.N.1.3:</u>	Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.
<u>SC.7.N.1.4:</u>	Identify test variables (independent variables) and outcome

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	variables (dependent variables) in an experiment.
<u>SC.7.N.1.5:</u>	Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.
<u>SC.7.N.1.6:</u>	Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.
<u>SC.7.N.1.7:</u>	Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.
<u>SC.7.N.2.1:</u>	Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.
<u>SC.7.N.3.1:</u>	Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.
<u>SC.7.N.3.2:</u>	Identify the benefits and limitations of the use of scientific models. Remarks/Examples MAFS Connections: MAFS.K12.MP.4: Model with mathematics.
<u>SC.7.P.10.1:</u>	Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors.
<u>SC.7.P.10.2:</u>	Observe and explain that light can be reflected, refracted, and/or absorbed.
<u>SC.7.P.10.3:</u>	Recognize that light waves, sound waves, and other waves move at different speeds in different materials.
<u>SC.7.P.11.1:</u>	Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.
<u>SC.7.P.11.2:</u>	Investigate and describe the transformation of energy from one form to another.

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<u>SC.7.P.11.3:</u>	Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.
<u>SC.7.P.11.4:</u>	Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.
<u>SC.8.N.1.1:</u>	Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
<u>SC.8.N.1.2:</u>	Design and conduct a study using repeated trials and replication.
<u>SC.8.N.1.3:</u>	Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.
<u>SC.8.N.1.4:</u>	Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.
<u>SC.8.N.1.5:</u>	Analyze the methods used to develop a scientific explanation as seen in different fields of science.
<u>SC.8.N.1.6:</u>	Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence. Remarks/Examples
	MAFS Connections: MAFS.K12.MP.4: Model with mathematics.
<u>SC.8.N.2.1:</u>	Distinguish between scientific and pseudoscientific ideas. Remarks/Examples
	Science is testable, pseudo-science is not; science seeks falsifications, pseudo-science seeks confirmations (e.g. astrology is pseudoscience).

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<u>SC.8.N.2.2:</u>	<p>Discuss what characterizes science and its methods.</p> <p>Remarks/Examples</p> <p>Science is the systematic, organized inquiry that is derived from observations and experimentation that can be verified through testing to explain natural phenomena.</p>
<u>SC.8.N.3.1:</u>	<p>Select models useful in relating the results of their own investigations.</p> <p>Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<u>SC.8.N.3.2:</u>	<p>Explain why theories may be modified but are rarely discarded.</p>
<u>SC.8.N.4.1:</u>	<p>Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.</p>
<u>SC.8.N.4.2:</u>	<p>Explain how political, social, and economic concerns can affect science, and vice versa.</p>
<u>SC.8.P.8.1:</u>	<p>Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases.</p> <p>Remarks/Examples</p> <p>Recognize that matter is composed of discrete units called atoms and atoms are composed of sub-atomic particles called protons, neutrons, and electrons. Solid is the state in which intermolecular attractions keep the molecules in fixed spatial relationships. Liquid is the state in which intermolecular attractions keep molecules in proximity, but not in fixed relationships. Gas is the state in which molecules are comparatively separated and intermolecular attractions have relatively little effect on their respective motions.</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<u>SC.8.P.8.2:</u>	<p>Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.</p>

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<p><u>SC.8.P.8.3:</u></p>	<p>Explore and describe the densities of various materials through measurement of their masses and volumes. Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
<p><u>SC.8.P.8.4:</u></p>	<p>Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample. Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
<p><u>SC.8.P.8.5:</u></p>	<p>Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter. Remarks/Examples</p> <p>Demonstrate with atomic models how atoms can combine in many ways. Explain why there are many, but limited, combinations. Use models to demonstrate the conservation of mass in modeled chemical reactions.</p>
<p><u>SC.8.P.8.6:</u></p>	<p>Recognize that elements are grouped in the periodic table according to similarities of their properties.</p>
<p><u>SC.8.P.8.7:</u></p>	<p>Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons). Remarks/Examples</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>
<p><u>SC.8.P.8.8:</u></p>	<p>Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.</p>

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<p><u>SC.8.P.8.9:</u></p>	<p>Distinguish among mixtures (including solutions) and pure substances. Remarks/Examples</p> <p>Pure substances include elements and compounds. Mixtures are classified as heterogeneous (mixtures) or homogeneous (solutions). Methods for separating mixtures include: distillation, chromatography, reverse osmosis, diffusion through semi-permeable membranes.</p>
<p><u>SC.8.P.9.1:</u></p>	<p>Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.</p>
<p><u>SC.8.P.9.2:</u></p>	<p>Differentiate between physical changes and chemical changes.</p>
<p><u>SC.8.P.9.3:</u></p>	<p>Investigate and describe how temperature influences chemical changes.</p>
<p><u>SC.912.P.10.1:</u></p>	<p>Differentiate among the various forms of energy and recognize that they can be transformed from one form to others. Remarks/Examples</p> <p>Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs; Light to heat in laser drills; Electrical to sound in radios; Sound to electrical in microphones; Electrical to chemical in battery rechargers; Chemical to electrical in dry cells; Mechanical to electrical in generators [power plants]; Nuclear to heat in nuclear reactors; Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the object hits the ground.</p>
<p><u>SC.912.P.10.4:</u></p>	<p>Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.</p>
<p><u>SC.912.P.10.5:</u></p>	<p>Relate temperature to the average molecular kinetic energy. Remarks/Examples</p> <p>Recognize that the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy.</p>

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<p><u>SC.912.P.8.1:</u></p>	<p>Differentiate among the four states of matter. Remarks/Examples</p> <p>Differentiate among the four states of matter (solid, liquid, gas and plasma) in terms of energy, particle motion, and phase transitions. (Note: Currently five states of matter have been identified.)</p>
<p><u>SC.912.P.8.11:</u></p>	<p>Relate acidity and basicity to hydronium and hydroxyl ion concentration and pH. Remarks/Examples</p> <p>Use experimental data to illustrate and explain the pH scale to characterize acid and base solutions. Compare and contrast the strengths of various common acids and bases.</p>
<p><u>SC.912.P.8.2:</u></p>	<p>Differentiate between physical and chemical properties and physical and chemical changes of matter. Remarks/Examples</p> <p>Discuss volume, compressibility, density, conductivity, malleability, reactivity, molecular composition, freezing, melting and boiling points. Describe simple laboratory techniques that can be used to separate homogeneous and heterogeneous mixtures (e.g. filtration, distillation, chromatography, evaporation).</p>
<p><u>SC.912.P.8.4:</u></p>	<p>Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in terms of protons, neutrons and electrons, and differentiate among these particles in terms of their mass, electrical charges and locations within the atom. Remarks/Examples</p> <p>Explain that electrons, protons and neutrons are parts of the atom and that the nuclei of atoms are composed of protons and neutrons, which experience forces of attraction and repulsion consistent with their charges and masses.</p> <p>MAFS Connections: MAFS.K12.MP.4: Model with mathematics.</p>

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<p><u>SC.912.P.8.5:</u></p>	<p>Relate properties of atoms and their position in the periodic table to the arrangement of their electrons. Remarks/Examples</p> <p>Use the periodic table and electron configuration to determine an element's number of valence electrons and its chemical and physical properties. Explain how chemical properties depend almost entirely on the configuration of the outer electron shell.</p>
<p><u>SC.912.P.8.7:</u></p>	<p>Interpret formula representations of molecules and compounds in terms of composition and structure. Remarks/Examples</p> <p>Write chemical formulas for simple covalent (HCl, SO₂, CO₂, and CH₄), ionic (Na⁺ + Cl⁻ → NaCl) and molecular (O₂, H₂O) compounds. Predict the formulas of ionic compounds based on the number of valence electrons and the charges on the ions.</p>

RELATED GLOSSARY TERM DEFINITIONS (62)

<p>Acid:</p>	<p>A substance that increases the H⁺ concentration when added to a water solution Acids turn blue litmus paper red, have a pH of less than 7, and their aqueous solutions react with bases and certain metals to form salts.</p>
<p>Atom:</p>	<p>The smallest unit of a chemical element that can still retain the properties of that element.</p>
<p>Attraction :</p>	<p>A term used to describe the electric or magnetic force exerted by oppositely charged objects or to describe the gravitational force that pulls objects toward each other.</p>
<p>Base:</p>	<p>A substance that increases the OH⁻ concentration of a solution; a</p>

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	proton acceptor.
Boil:	To change from a liquid to a vapor by the application of heat.
Cell:	The smallest structural unit of an organism that is capable of independent functioning, consisting of cytoplasm and various organelles, all surrounded by a semipermeable cell membrane, which in some cells, is surrounded by a cell wall
Chemical change:	A reaction or a change in a substance produced by chemical means that results in producing a different chemical.
Compound:	A substance made up of at least two different elements held together by chemical bonds that can only be broken down into elements by chemical processes.
Concentration:	The relative amount of a particular substance, a solute, or mixture.
Conduction:	To transmit heat, sound, or electricity through a medium.
Conductivity:	The ability or power to conduct or transmit heat, electricity, or sound.
Conservation of Mass:	The principle that mass cannot be created or destroyed; also conservation of matter.
Convection:	Heat transfer in a gas or liquid by the circulation of currents from one region to another.
Density:	Concentration of matter of an object; number of individuals in the same species that live in a given area; the mass per unit volume.
Dependent variable:	Factor being measured or observed in an experiment.
Electron:	A stable elementary particle in the lepton family having a mass at rest of 9.107×10^{-28} grams and an electric charge of approximately -1.602×10^{-19} coulombs. Electrons orbit about the positively charged nuclei of atoms in distinct orbitals of different energy levels, called shells.
Energy:	The capacity to do work.
Evaporation:	The process by which a liquid is converted to its vapor phase by heating the liquid.

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Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Force:	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
Freeze:	To pass from the liquid to the solid state by loss of heat from the substance/system.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Gravity:	The force of attraction between any two objects.
Heat:	Energy that transfers between substances because of a temperature difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
Hypothesis :	A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation.
Independent variable:	The factor that is changed in an experiment in order to study changes in the dependent variable.
Infrared :	Relating to the invisible part of the electromagnetic spectrum with wavelengths longer than those of visible red light but shorter than those of microwaves.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Kinetic energy:	The energy possessed by a body because of its motion.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Magnetic:	Having the property of attracting iron and certain other materials by virtue of a field of force.

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Mass:	The amount of matter an object contains.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Melt:	To be changed from a solid to a liquid state especially by the application of heat.
Membrane:	A thin layer of tissue that surrounds or lines a cell, a group of cells, or a cavity; any barrier separating two fluids.
Model :	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Molecule:	The smallest unit of matter of a substance that retains all the physical and chemical properties of that substance; consists of a single atom or a group of atoms bonded together.
Motion:	The act or process of changing position and/or direction.
Neutron:	A subatomic particle having zero charge, found in the nucleus of an atom.
Nucleus:	The center region of an atom where protons and neutrons are located; also a cell structure that contains the cell genetic material of the cell.
Observation :	What one has observed using senses or instruments.
Periodic table:	A tabular arrangement of the elements according to their atomic numbers so that elements with similar properties are in the same column.
Physical change :	A change of a substance from one form to another without a change in its chemical properties.
Potential energy:	Energy stored in a physical system due to the object's configuration and position.
Proton:	A subatomic particle having a positive charge and which is found in the nucleus of an atom.
Pseudoscientific:	A theory, methodology, or practice that is considered to be without scientific foundation.

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Radiation:	Emission of energy in the form of rays or waves.
Replication:	In scientific research, conducting an experiment to confirm findings or to ensure accuracy. In molecular biology, the process by which genetic material is copied in cells.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
Solid:	Having a definite shape and a definite volume; one of the fundamental states of matter.
Solubility:	The ability or tendency of one substance to dissolve in another at a given temperature and pressure.
Sound wave:	Longitudinal pressure waves in any material medium regardless of whether they constitute audible sound; earthquake waves and ultrasonic waves are sometimes called sound waves.
Speed:	Amount of distance traveled divided by time taken; the time-rate at which any physical process takes place.
Sun:	The closest star to Earth and the center of our solar system.
Theory :	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
Ultraviolet :	Relating to electromagnetic radiation having frequencies higher than those of visible light but lower than those of x-rays, approximately 10 ¹⁵ -10 ¹⁶ hertz.
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Wavelength:	The distance between crests of a wave.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.

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GENERAL INFORMATION

Course Number: 2100010
Course Title: M/J United States History
Course Abbreviated Title: M/J US HIST
Course Path: **Section:** Grades PreK to 12 Education Courses» **Grade Group:** Grades 6 to 8 Education Courses » **Subject:** Social Studies » **SubSubject:** American and Western Hemispheric Histories »

Course Length: Year
Course Level: 2
Status: State Board Approval Pending
General Notes: Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

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.

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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).

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	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.
LAFS.68.RH.1.3:	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).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	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).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	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.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	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.

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LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	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.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.8.SL.1	Comprehension and Collaboration
LAFS.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.
LAFS.8.SL.1.1a	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.
LAFS.8.SL.1.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LAFS.8.SL.1.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LAFS.8.SL.1.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2	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.

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LAFS.8.SL.1.3	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.
LAFS.8.SL.2	Presentation of Knowledge and Ideas
LAFS.8.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2:	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3:	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5:	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6:	Compare interpretations of key events and issues throughout American History.
SS.8.A.1.7:	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
SS.8.A.2.1:	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.8.A.2.2:	Compare the characteristics of the New England, Middle, and Southern colonies.
SS.8.A.2.3:	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
SS.8.A.2.4:	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
SS.8.A.2.5:	Discuss the impact of colonial settlement on Native American populations.
SS.8.A.2.6:	Examine the causes, course, and consequences of the French and Indian War.
SS.8.A.2.7:	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
SS.8.A.3.1:	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
SS.8.A.3.2:	Explain American colonial reaction to British policy from 1763 - 1774.
SS.8.A.3.3:	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
SS.8.A.3.4:	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

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- SS.8.A.3.5: Describe the influence of individuals on social and political developments during the Revolutionary era.
- SS.8.A.3.6: Examine the causes, course, and consequences of the American Revolution.
- SS.8.A.3.7: Examine the structure, content, and consequences of the Declaration of Independence.
- SS.8.A.3.8: Examine individuals and groups that affected political and social motivations during the American Revolution.
- SS.8.A.3.9: Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
- SS.8.A.3.10: Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
- SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
- SS.8.A.3.12: Examine the influences of George Washington's presidency in the formation of the new nation.
- SS.8.A.3.13: Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
- SS.8.A.3.14: Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
- SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.
- SS.8.A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
- SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.
- SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.5: Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- SS.8.A.4.7: Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
- SS.8.A.4.8: Describe the influence of individuals on social and political developments of this era in American History.
- SS.8.A.4.9: Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
- SS.8.A.4.10: Analyze the impact of technological advancements on the agricultural economy and slave labor.
- SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

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- SS.8.A.4.12: Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- SS.8.A.4.13: Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
- SS.8.A.4.14: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- SS.8.A.4.15: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- SS.8.A.4.16: Identify key ideas and influences of Jacksonian democracy.
- SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.3: Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
- SS.8.A.5.4: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
- SS.8.A.5.5: Compare Union and Confederate strengths and weaknesses.
- SS.8.A.5.6: Compare significant Civil War battles and events and their effects on civilian populations.
- SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
- SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.2: Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
- SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4: Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.C.1.5: Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
- SS.8.C.2.1: Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

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- SS.8.E.1.1: Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2: Explain the economic impact of government policies.
- SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.E.3.1: Evaluate domestic and international interdependence.
- SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
- SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.
- SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
- SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.
- SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
- SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
- SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
- SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
- SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.
- HE.8.C.2.4 Critique school and public health policies that influence health promotion and disease prevention.

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GENERAL INFORMATION

Course Number: 2100015
Course Title: M/J United States History & Career Planning
Course Abbreviated Title: M/J US HIS & C/P
Course Path: **Section:**Grades PreK to 12 Education Courses» **Grade Group:**Grades 6 to 8 Education Courses » **Subject:**Social Studies » **SubSubject:**American and Western Hemispheric Histories »
Course Length: Year
Course Level: 2
Status: Pending State Board Approval
General Notes: Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

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.

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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).

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.68.RH.1**Key Ideas and Details**

LAFS.68.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2:

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.

LAFS.68.RH.1.3:

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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LAFS.68.RH.2

LAFS.68.RH.2.4:

LAFS.68.RH.2.5

LAFS.68.RH.2.6:

LAFS.68.RH.3

LAFS.68.RH.3.7:

LAFS.68.RH.3.8:

LAFS.68.RH.3.9:

LAFS.68.WHST.1

LAFS.68.WHST.1.1:

LAFS.68.WHST.1.1a :

LAFS.68.WHST.1.1b:

LAFS.68.WHST.1.1c:

LAFS.68.WHST.1.1d:

LAFS.68.WHST.1.1e:

LAFS.68.WHST.1.2:

LAFS.68.WHST.1.2a:

LAFS.68.WHST.1.2b:

LAFS.68.WHST.1.2c:

LAFS.68.WHST.1.2d:

LAFS.68.WHST.1.2e:

LAFS.68.WHST.1.2f:

LAFS.68.WHST.2

LAFS.68.WHST.2.4:

LAFS.68.WHST.2.5:

LAFS.68.WHST.2.6:

LAFS.68.WHST.3**Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Describe how a text presents information (e.g., sequentially, comparatively, causally).

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).

Integration of Knowledge and Ideas

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Distinguish among fact, opinion, and reasoned judgment in a text.

Analyze the relationship between a primary and secondary source on the same topic.

Text Types and Purposes

Write arguments focused on discipline-specific content.

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.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

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

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.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

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LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	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.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.8.SL.1	Comprehension and Collaboration
LAFS.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.
LAFS.8.SL.1.1a	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.
LAFS.8.SL.1.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LAFS.8.SL.1.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LAFS.8.SL.1.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2	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.
LAFS.8.SL.1.3	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.
LAFS.8.SL.2	Presentation of Knowledge and Ideas
LAFS.8.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.

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- SS.8.A.1.2: Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
- SS.8.A.1.3: Analyze current events relevant to American History topics through a variety of electronic and print media resources.
- SS.8.A.1.4: Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
- SS.8.A.1.5: Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
- SS.8.A.1.6: Compare interpretations of key events and issues throughout American History.
- SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.8.A.2.1: Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
- SS.8.A.2.2: Compare the characteristics of the New England, Middle, and Southern colonies.
- SS.8.A.2.3: Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
- SS.8.A.2.4: Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
- SS.8.A.2.5: Discuss the impact of colonial settlement on Native American populations.
- SS.8.A.2.6: Examine the causes, course, and consequences of the French and Indian War.
- SS.8.A.2.7: Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.3.1: Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
- SS.8.A.3.2: Explain American colonial reaction to British policy from 1763 - 1774.
- SS.8.A.3.3: Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
- SS.8.A.3.4: Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
- SS.8.A.3.5: Describe the influence of individuals on social and political developments during the Revolutionary era.
- SS.8.A.3.6: Examine the causes, course, and consequences of the American Revolution.
- SS.8.A.3.7: Examine the structure, content, and consequences of the Declaration of Independence.
- SS.8.A.3.8: Examine individuals and groups that affected political and social motivations during the American Revolution.
- SS.8.A.3.9: Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
- SS.8.A.3.10: Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
- SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
- SS.8.A.3.12: Examine the influences of George Washington's presidency in the formation of the new nation.

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- SS.8.A.3.13: Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
- SS.8.A.3.14: Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
- SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.
- SS.8.A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
- SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.
- SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.5: Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- SS.8.A.4.7: Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
- SS.8.A.4.8: Describe the influence of individuals on social and political developments of this era in American History.
- SS.8.A.4.9: Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
- SS.8.A.4.10: Analyze the impact of technological advancements on the agricultural economy and slave labor.
- SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
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- SS.8.A.4.13: Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
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- SS.8.A.4.15: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- SS.8.A.4.16: Identify key ideas and influences of Jacksonian democracy.
- SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

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- SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.3: Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
- SS.8.A.5.4: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
- SS.8.A.5.5: Compare Union and Confederate strengths and weaknesses.
- SS.8.A.5.6: Compare significant Civil War battles and events and their effects on civilian populations.
- SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
- SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.2: Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
- SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4: Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.C.1.5: Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
- SS.8.C.2.1: Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
- SS.8.E.1.1: Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2: Explain the economic impact of government policies.
- SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.E.3.1: Evaluate domestic and international interdependence.
- SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

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- SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.
- SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
- SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.
- SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
- SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
- SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
- SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
- SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.
- HE.8.C.2.4 Critique school and public health policies that influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2100020
Course Title:	M/J United States History Advanced
Course Abbreviated Title:	M/J US HIST ADV
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: American and Western Hemispheric Histories »
Course Length:	Year
Course Level:	3
Status:	Pending State Board Approval
General Notes:	Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Honors/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.

Special Notes:	Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material <u>from all time periods</u> on the following topics: <ul style="list-style-type: none">• 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
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Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

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).

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.68.RH.1

Key Ideas and Details

LAFS.68.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2:

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.

LAFS.68.RH.1.3:

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).

LAFS.68.RH.2

Craft and Structure

LAFS.68.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.68.RH.2.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.68.RH.2.6:

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).

LAFS.68.RH.3

Integration of Knowledge and Ideas

LAFS.68.RH.3.7:

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.68.RH.3.8:

Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.68.RH.3.9:

Analyze the relationship between a primary and secondary source on the same topic.

LAFS.68.WHST.1

Text Types and Purposes

LAFS.68.WHST.1.1:

Write arguments focused on discipline-specific content.

LAFS.68.WHST.1.1a :

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.

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LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	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.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	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.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.8.SL.1	Comprehension and Collaboration

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LAFS.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.
LAFS.8.SL.1.1a	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.
LAFS.8.SL.1.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LAFS.8.SL.1.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LAFS.8.SL.1.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2	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.
LAFS.8.SL.1.3	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.
LAFS.8.SL.2	Presentation of Knowledge and Ideas
LAFS.8.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2:	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3:	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5:	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6:	Compare interpretations of key events and issues throughout American History.
SS.8.A.1.7:	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
SS.8.A.2.1:	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.8.A.2.2:	Compare the characteristics of the New England, Middle, and Southern colonies.

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- SS.8.A.2.3: Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
- SS.8.A.2.4: Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
- SS.8.A.2.5: Discuss the impact of colonial settlement on Native American populations.
- SS.8.A.2.6: Examine the causes, course, and consequences of the French and Indian War.
- SS.8.A.2.7: Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.3.1: Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
- SS.8.A.3.2: Explain American colonial reaction to British policy from 1763 - 1774.
- SS.8.A.3.3: Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
- SS.8.A.3.4: Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
- SS.8.A.3.5: Describe the influence of individuals on social and political developments during the Revolutionary era.
- SS.8.A.3.6: Examine the causes, course, and consequences of the American Revolution.
- SS.8.A.3.7: Examine the structure, content, and consequences of the Declaration of Independence.
- SS.8.A.3.8: Examine individuals and groups that affected political and social motivations during the American Revolution.
- SS.8.A.3.9: Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
- SS.8.A.3.10: Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
- SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
- SS.8.A.3.12: Examine the influences of George Washington's presidency in the formation of the new nation.
- SS.8.A.3.13: Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
- SS.8.A.3.14: Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
- SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.
- SS.8.A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
- SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.
- SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.

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- SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.5: Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- SS.8.A.4.7: Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
- SS.8.A.4.8: Describe the influence of individuals on social and political developments of this era in American History.
- SS.8.A.4.9: Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
- SS.8.A.4.10: Analyze the impact of technological advancements on the agricultural economy and slave labor.
- SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- SS.8.A.4.12: Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- SS.8.A.4.13: Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
- SS.8.A.4.14: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- SS.8.A.4.15: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- SS.8.A.4.16: Identify key ideas and influences of Jacksonian democracy.
- SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.3: Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
- SS.8.A.5.4: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
- SS.8.A.5.5: Compare Union and Confederate strengths and weaknesses.
- SS.8.A.5.6: Compare significant Civil War battles and events and their effects on civilian populations.
- SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction,

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accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

- SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.2: Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
- SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4: Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.C.1.5: Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
- SS.8.C.2.1: Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
- SS.8.E.1.1: Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2: Explain the economic impact of government policies.
- SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.E.3.1: Evaluate domestic and international interdependence.
- SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
- SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.
- SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
- SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.
- SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
- SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

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- SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
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- SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.
- HE.8.C.2.4 Critique school and public health policies that influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number: 2100025
Course Title: M/J United States History Advanced & Career Planning
Course Abbreviated Title: M/J US HIST ADV & C/P
Course Path: **Section:** Grades PreK to 12 Education Courses» **Grade Group:** Grades 6 to 8 Education Courses » **Subject:** Social Studies » **SubSubject:** American and Western Hemispheric Histories »

Course Length: Year

Course Level: 3

Status: Pending State Board Approval

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

Honors/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.

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- 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).

RELATED BENCHMARKS:

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	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.
LAFS.68.RH.1.3:	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).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	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).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	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.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	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.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing

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LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	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.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.8.SL.1	Comprehension and Collaboration
LAFS.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.
LAFS.8.SL.1.1a	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.
LAFS.8.SL.1.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LAFS.8.SL.1.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LAFS.8.SL.1.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2	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.
LAFS.8.SL.1.3	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.
LAFS.8.SL.2	Presentation of Knowledge and Ideas
LAFS.8.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.

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MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2:	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3:	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5:	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6:	Compare interpretations of key events and issues throughout American History.
SS.8.A.1.7:	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
SS.8.A.2.1:	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.8.A.2.2:	Compare the characteristics of the New England, Middle, and Southern colonies.
SS.8.A.2.3:	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
SS.8.A.2.4:	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
SS.8.A.2.5:	Discuss the impact of colonial settlement on Native American populations.
SS.8.A.2.6:	Examine the causes, course, and consequences of the French and Indian War.
SS.8.A.2.7:	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
SS.8.A.3.1:	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
SS.8.A.3.2:	Explain American colonial reaction to British policy from 1763 - 1774.
SS.8.A.3.3:	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
SS.8.A.3.4:	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
SS.8.A.3.5:	Describe the influence of individuals on social and political developments during the Revolutionary era.
SS.8.A.3.6:	Examine the causes, course, and consequences of the American Revolution.
SS.8.A.3.7:	Examine the structure, content, and consequences of the Declaration of Independence.
SS.8.A.3.8:	Examine individuals and groups that affected political and social motivations during the American Revolution.
SS.8.A.3.9:	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

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- SS.8.A.3.10: Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
- SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
- SS.8.A.3.12: Examine the influences of George Washington's presidency in the formation of the new nation.
- SS.8.A.3.13: Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
- SS.8.A.3.14: Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
- SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.
- SS.8.A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
- SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.
- SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.5: Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- SS.8.A.4.7: Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
- SS.8.A.4.8: Describe the influence of individuals on social and political developments of this era in American History.
- SS.8.A.4.9: Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
- SS.8.A.4.10: Analyze the impact of technological advancements on the agricultural economy and slave labor.
- SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- SS.8.A.4.12: Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- SS.8.A.4.13: Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
- SS.8.A.4.14: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

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- SS.8.A.4.15: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- SS.8.A.4.16: Identify key ideas and influences of Jacksonian democracy.
- SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.3: Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
- SS.8.A.5.4: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
- SS.8.A.5.5: Compare Union and Confederate strengths and weaknesses.
- SS.8.A.5.6: Compare significant Civil War battles and events and their effects on civilian populations.
- SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
- SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.2: Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
- SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4: Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.C.1.5: Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
- SS.8.C.2.1: Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
- SS.8.E.1.1: Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2: Explain the economic impact of government policies.
- SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.E.3.1: Evaluate domestic and international interdependence.

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- SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
- SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.
- SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
- SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.
- SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
- SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
- SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
- SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
- SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.
- HE.8.C.2.4 Critique school and public health policies that influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2100030
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Geography»
Course Title:	M/J Florida History
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J FLORIDA HIST
Course Length:	Year
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	M/J Florida - The social studies curriculum for this course consists of the following content area strands: American History, Economics, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood, Florida's role in sectionalism, Florida's system of slavery, Civil War and Reconstruction, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development. Students will study methods of historical inquiry and primary and secondary historical documents.

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.

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

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.68.RH.1

Key Ideas and Details

LAFS.68.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2:

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.

LAFS.68.RH.1.3:

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).

LAFS.68.RH.2

Craft and Structure

LAFS.68.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.68.RH.2.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.68.RH.2.6:

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).

LAFS.68.RH.3

Integration of Knowledge and Ideas

LAFS.68.RH.3.7:

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.68.RH.3.8:

Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.68.RH.3.9:

Analyze the relationship between a primary and secondary source on the same topic.

LAFS.68.WHST.1

Text Types and Purposes

LAFS.68.WHST.1.1:

Write arguments focused on discipline-specific content.

LAFS.68.WHST.1.1a :

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.

LAFS.68.WHST.1.1b:

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

LAFS.68.WHST.1.1c:

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

LAFS.68.WHST.1.1d:

Establish and maintain a formal style.

LAFS.68.WHST.1.1e:

Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2:

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

LAFS.68.WHST.1.2a:

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.

LAFS.68.WHST.1.2b:

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

LAFS.68.WHST.1.2c:

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

LAFS.68.WHST.1.2d:

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

LAFS.68.WHST.1.2e:

Establish and maintain a formal style and objective tone.

LAFS.68.WHST.1.2f:

Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.68.WHST.2

Production and Distribution of Writing

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SS.8.A.2.4:	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
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SS.8.A.4.2:	Describe the debate surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.3:	Examine the experiences and perspectives of significant individuals and groups during this era of American History.
SS.8.A.4.4:	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
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SS.8.A.4.6:	Identify technological improvements (inventions/inventors) that contributed to industrial growth.
SS.8.A.4.8:	Describe the influence of individuals on social and political developments of this era in American History.
SS.8.A.4.10:	Analyze the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11:	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

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- SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
- SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4: Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
- SS.8.C.2.1: Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
- SS.8.E.1.1: Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2: Explain the economic impact of government policies.
- SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
- SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.
- SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

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- SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.
- SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
- SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
- SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
- SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
- SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.
- HE.8.C.2.4 Critique school and public health policies that influence health promotion and disease prevention.

	an atom.
Nucleus:	The center region of an atom where protons and neutrons are located; also a cell structure that contains the cell genetic material of the cell.
Observation :	What one has observed using senses or instruments.
Periodic table:	A tabular arrangement of the elements according to their atomic numbers so that elements with similar properties are in the same column.
Physical change :	A change of a substance from one form to another without a change in its chemical properties.
Potential energy:	Energy stored in a physical system due to the object's configuration and position.
Proton:	A subatomic particle having a positive charge and which is found in the nucleus of an atom.
Pseudoscientific:	A theory, methodology, or practice that is considered to be without scientific foundation.
Radiation:	Emission of energy in the form of rays or waves.
Replication:	In scientific research, conducting an experiment to confirm findings or to ensure accuracy. In molecular biology, the process by which genetic material is copied in cells.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
Solid:	Having a definite shape and a definite volume; one of the fundamental states of matter.
Solubility:	The ability or tendency of one substance to dissolve in another at a given temperature and pressure.
Sound wave:	Longitudinal pressure waves in any material medium regardless of whether they constitute audible sound; earthquake waves and ultrasonic waves are sometimes called sound waves.

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Speed:	Amount of distance traveled divided by time taken; the time-rate at which any physical process takes place.
Sun:	The closest star to Earth and the center of our solar system.
Theory :	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
Ultraviolet :	Relating to electromagnetic radiation having frequencies higher than those of visible light but lower than those of x-rays, approximately 10 ¹⁵ -10 ¹⁶ hertz.
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Wavelength:	The distance between crests of a wave.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.



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GENERAL INFORMATION

Course Number: 2100035
Course Title: M/J United States History and Digital Technologies
Course Abbreviated Title: M/J US HIST & DIG TECH
Course Path: **Section:** Grades PreK to 12 Education Courses» **Grade Group:** Grades 6 to 8 Education Courses » **Subject:** Social Studies » **SubSubject:** American and Western Hemispheric Histories »

Course Length: Year
Course Level: 2
Status: State Board Approval Pending
General Notes: Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

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.

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.

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- 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:

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- 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).

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	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.
LAFS.68.RH.1.3:	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).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	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).
LAFS.68.RH.3	Integration of Knowledge and Ideas

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LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	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.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	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.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	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.

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LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.8.SL.1	Comprehension and Collaboration
LAFS.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.
LAFS.8.SL.1.1a	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.
LAFS.8.SL.1.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LAFS.8.SL.1.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LAFS.8.SL.1.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2	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.
LAFS.8.SL.1.3	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.
LAFS.8.SL.2	Presentation of Knowledge and Ideas
LAFS.8.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2:	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3:	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5:	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6:	Compare interpretations of key events and issues throughout American History.

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- SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.8.A.2.1: Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
- SS.8.A.2.2: Compare the characteristics of the New England, Middle, and Southern colonies.
- SS.8.A.2.3: Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
- SS.8.A.2.4: Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
- SS.8.A.2.5: Discuss the impact of colonial settlement on Native American populations.
- SS.8.A.2.6: Examine the causes, course, and consequences of the French and Indian War.
- SS.8.A.2.7: Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.3.1: Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
- SS.8.A.3.2: Explain American colonial reaction to British policy from 1763 - 1774.
- SS.8.A.3.3: Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
- SS.8.A.3.4: Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
- SS.8.A.3.5: Describe the influence of individuals on social and political developments during the Revolutionary era.
- SS.8.A.3.6: Examine the causes, course, and consequences of the American Revolution.
- SS.8.A.3.7: Examine the structure, content, and consequences of the Declaration of Independence.
- SS.8.A.3.8: Examine individuals and groups that affected political and social motivations during the American Revolution.
- SS.8.A.3.9: Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
- SS.8.A.3.10: Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
- SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
- SS.8.A.3.12: Examine the influences of George Washington's presidency in the formation of the new nation.
- SS.8.A.3.13: Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
- SS.8.A.3.14: Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
- SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.
- SS.8.A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny,

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Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

- SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.
- SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.5: Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- SS.8.A.4.7: Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
- SS.8.A.4.8: Describe the influence of individuals on social and political developments of this era in American History.
- SS.8.A.4.9: Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
- SS.8.A.4.10: Analyze the impact of technological advancements on the agricultural economy and slave labor.
- SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- SS.8.A.4.12: Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- SS.8.A.4.13: Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
- SS.8.A.4.14: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- SS.8.A.4.15: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- SS.8.A.4.16: Identify key ideas and influences of Jacksonian democracy.
- SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.3: Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
- SS.8.A.5.4: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
- SS.8.A.5.5: Compare Union and Confederate strengths and weaknesses.
- SS.8.A.5.6: Compare significant Civil War battles and events and their effects on civilian populations.

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- SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
- SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.2: Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
- SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4: Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.C.1.5: Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
- SS.8.C.2.1: Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
- SS.8.E.1.1: Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2: Explain the economic impact of government policies.
- SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.E.3.1: Evaluate domestic and international interdependence.
- SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
- SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.
- SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
- SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.
- SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

GENERAL INFORMATION

Course Number:	2103010
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Geography»
Course Title:	M/J World Geography
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J WORLD GEOG
Course Length:	Year
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	M/J World Geography - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

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.

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	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.
LAFS.68.RH.1.3:	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).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	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).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	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.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	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.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
LAFS.68.WHST.3.8:	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 LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	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.
LAFS.6.SL.1.1a	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.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	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.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas
LAFS.6.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.

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MAFS.6.SP**Statistics and Probability**

MAFS.6.SP.1

Summarize and describe distributions.

SS.6.E.1.1:

Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

SS.6.E.1.3:

Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

SS.6.E.2.1:

Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

SS.6.E.3.1:

Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

SS.6.E.3.2:

Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

SS.6.E.3.3:

Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

SS.6.E.3.4:

Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

SS.6.G.1.1:

Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.

SS.6.G.1.2:

Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.

SS.6.G.1.3:

Identify natural wonders of the ancient world.

SS.6.G.1.4:

Utilize tools geographers use to study the world.

SS.6.G.1.5:

Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.

SS.6.G.1.6:

Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.

SS.6.G.1.7:

Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

SS.6.G.2.1:

Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

SS.6.G.2.2:

Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.

SS.6.G.2.3:

Analyze the relationship of physical geography to the development of ancient river valley civilizations.

SS.6.G.2.4:

Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

SS.6.G.2.5:

Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

SS.6.G.2.6:

Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

SS.6.G.2.7:

Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

SS.6.G.3.1:

Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

SS.6.G.3.2:

Analyze the impact of human populations on the ancient world's ecosystems.

- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention.

- SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
- SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
- SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
- SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.
- HE.8.C.2.4 Critique school and public health policies that influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2103015
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Geography»
Course Title:	M/J World Geography
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J WORLD GEOG
Course Length:	Semester
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	M/J World Geography - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

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.

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	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.
LAFS.68.RH.1.3:	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).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	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).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	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.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	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.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

GENERAL INFORMATION

Course Number:	2103016
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Geography»
Course Title:	M/J World Geography & Career Planning
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J WORLD GEOG & C/P
Course Length:	Year
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	M/J World Geography - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

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:

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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- regional patterns of function
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4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.68.RH.1

Key Ideas and Details

LAFS.68.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2:

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.

LAFS.68.RH.1.3:

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).

LAFS.68.RH.2

Craft and Structure

LAFS.68.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.68.RH.2.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.68.RH.2.6:

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).

LAFS.68.RH.3

Integration of Knowledge and Ideas

LAFS.68.RH.3.7:

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.68.RH.3.8:

Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.68.RH.3.9:

Analyze the relationship between a primary and secondary source on the same topic.

LAFS.68.WHST.1

Text Types and Purposes

LAFS.68.WHST.1.1:

Write arguments focused on discipline-specific content.

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LAFS.68.WHST.1.1a :	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.
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LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.6.SL.1	Comprehension and Collaboration

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LAFS.6.SL.1.1	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.
LAFS.6.SL.1.1a	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.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	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.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas
LAFS.6.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.

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- SS.6.G.1.4: Utilize tools geographers use to study the world.
- SS.6.G.1.5: Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
- SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- SS.6.G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention.

LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
LAFS.68.WHST.3.8:	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 LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	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.
LAFS.6.SL.1.1a	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.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	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.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas
LAFS.6.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.

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MAFS.6.SP**MAFS.6.SP.1****Statistics and Probability**

Summarize and describe distributions.

- SS.6.E.1.1: Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
- SS.6.E.1.3: Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
- SS.6.E.2.1: Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
- SS.6.E.3.1: Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
- SS.6.E.3.2: Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
- SS.6.E.3.3: Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
- SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
- SS.6.G.1.1: Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
- SS.6.G.1.2: Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
- SS.6.G.1.3: Identify natural wonders of the ancient world.
- SS.6.G.1.4: Utilize tools geographers use to study the world.
- SS.6.G.1.5: Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
- SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- SS.6.G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.

- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2103017
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Geography»
Course Title:	M/J World Geography and Digital Technologies
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J WORLD GEO & DIGTECH
Course Length:	Year
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	M/J World Geography - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

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.

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.

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- 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.

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3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	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.
LAFS.68.RH.1.3:	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).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	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).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	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.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	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.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
LAFS.68.WHST.3.8:	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
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	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.
LAFS.6.SL.1.1a	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.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	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.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas
LAFS.6.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

GENERAL INFORMATION

Course Number:	2103020
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Geography»
Course Title:	M/J World Geography, Advanced
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J WORLD GEOG ADV
Course Length:	Year
Course Level:	3
Course Status:	SBE Approval Pending
General Notes:	M/J World Geography - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

Honors/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: <ul style="list-style-type: none">• regional patterns of function• geographic factors contributing to conflict and cooperation in a variety of settings
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The NAEP frameworks for Geography may be accessed at
<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf>

Instructional Practices

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

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).

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	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.
LAFS.68.RH.1.3:	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).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	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).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	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.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.

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LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	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.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
LAFS.68.WHST.3.8:	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
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	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.
LAFS.6.SL.1.1a	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.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	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.
LAFS.6.SL.1.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas
LAFS.6.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

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GENERAL INFORMATION

Course Number:	2103025
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Geography»
Course Title:	M/J World Geography, Advanced
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J WORLD GEOG ADV
Course Length:	Semester
Course Level:	3
Course Status:	SBE Approval Pending
General Notes:	M/J World Geography - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

Honors/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: <ul style="list-style-type: none">• regional patterns of function• geographic factors contributing to conflict and cooperation in a variety of settings
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The NAEP frameworks for Geography may be accessed at
<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf>

Instructional Practices

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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).

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	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.
LAFS.68.RH.1.3:	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).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	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).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	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.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.

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LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	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.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
LAFS.68.WHST.3.8:	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
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	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.
LAFS.6.SL.1.1a	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.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	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.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas
LAFS.6.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

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- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention.

- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
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- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
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MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

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SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results. .
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3:	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
HE.6.C.2.4	Investigate school and public health policies that influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2103026
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Geography»
Course Title:	M/J World Geography, Advanced and Career Planning
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J WORLD GEOG ADV&CA
Course Length:	Year
Course Level:	3
Course Status:	SBE Approval Pending
General Notes:	M/J World Geography - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

Honors/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.

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 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/>.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

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- 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.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways 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).

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.68.RH.1

Key Ideas and Details

LAFS.68.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2:

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.

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LAFS.68.RH.1.3:	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).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	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).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	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.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	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.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge

LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
LAFS.68.WHST.3.8:	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 LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	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.
LAFS.6.SL.1.1a	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.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	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.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas
LAFS.6.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

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GENERAL INFORMATION

Course Number:	2103030
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Geography»
Course Title:	M/J Geography: Asia, Oceania, Africa
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J GEOG: AS, OC, AF
Course Length:	Year
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	M/J Geography - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about historical physical and human patterns in the regions of Asia, Oceania, and Africa. Content should include, but not be limited to the understanding of the impact of historical cultural and ethnic perspectives, societal roles and customs, law and politics, religion, and physical geography on the development of these regions. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

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:

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1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
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).

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.68.RH.1

Key Ideas and Details

LAFS.68.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2:

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.

LAFS.68.RH.1.3:

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).

LAFS.68.RH.2

Craft and Structure

LAFS.68.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.68.RH.2.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.68.RH.2.6:

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).

LAFS.68.RH.3

Integration of Knowledge and Ideas

LAFS.68.RH.3.7:

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.68.RH.3.8:

Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.68.RH.3.9:

Analyze the relationship between a primary and secondary source on the same topic.

LAFS.68.WHST.1

Text Types and Purposes

LAFS.68.WHST.1.1:

Write arguments focused on discipline-specific content.

LAFS.68.WHST.1.1a :

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.

LAFS.68.WHST.1.1b:

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

LAFS.68.WHST.1.1c:

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

LAFS.68.WHST.1.1d:

Establish and maintain a formal style.

LAFS.68.WHST.1.1e:

Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2:

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

LAFS.68.WHST.1.2a:

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.

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LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
LAFS.68.WHST.3.8:	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
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	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.
LAFS.6.SL.1.1a	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.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	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.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas

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Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

LAFS.6.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

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- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.4.4: Map and analyze the impact of the spread of various belief systems in the ancient world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.5: Describe the roles of historians and recognize varying historical interpretations (historiography).
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- SS.6.W.2.1: Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
- SS.6.W.2.2: Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
- SS.6.W.2.3: Identify the characteristics of civilization.
- SS.6.W.2.4: Compare the economic, political, social, and religious institutions of ancient river civilizations.
- SS.6.W.3.1: Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
- SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
- SS.6.W.4.1: Discuss the significance of Aryan and other tribal migrations on Indian civilization.
- SS.6.W.4.2: Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
- SS.6.W.4.3: Recognize the political and cultural achievements of the Mauryan and Gupta empires.
- SS.6.W.4.4: Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.

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- SS.6.W.4.10: Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
- SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
- SS.6.W.4.12: Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
- HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention.

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- SS.6.E.3.1: Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
- SS.6.E.3.2: Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
- SS.6.E.3.3: Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
- SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
- SS.6.G.1.1: Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
- SS.6.G.1.2: Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
- SS.6.G.1.3: Identify natural wonders of the ancient world.
- SS.6.G.1.4: Utilize tools geographers use to study the world.
- SS.6.G.1.5: Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
- SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- SS.6.G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

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- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2103040
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Geography»
Course Title:	M/J Geography: Europe and The Americas
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J GEOG: EUR & AM
Course Length:	Year
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	M/J Geography - 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:

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1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
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).

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.68.RH.1

Key Ideas and Details

LAFS.68.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2:

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.

LAFS.68.RH.1.3:

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).

LAFS.68.RH.2

Craft and Structure

LAFS.68.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.68.RH.2.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.68.RH.2.6:

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).

LAFS.68.RH.3

Integration of Knowledge and Ideas

LAFS.68.RH.3.7:

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.68.RH.3.8:

Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.68.RH.3.9:

Analyze the relationship between a primary and secondary source on the same topic.

LAFS.68.WHST.1

Text Types and Purposes

LAFS.68.WHST.1.1:

Write arguments focused on discipline-specific content.

LAFS.68.WHST.1.1a :

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.

LAFS.68.WHST.1.1b:

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

LAFS.68.WHST.1.1c:

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

LAFS.68.WHST.1.1d:

Establish and maintain a formal style.

LAFS.68.WHST.1.1e:

Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2:

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

LAFS.68.WHST.1.2a:

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.

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LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
LAFS.68.WHST.3.8:	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
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	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.
LAFS.6.SL.1.1a	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.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	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.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas

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LAFS.6.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

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- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.4.4: Map and analyze the impact of the spread of various belief systems in the ancient world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.5: Describe the roles of historians and recognize varying historical interpretations (historiography).
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- SS.6.W.2.1: Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
- SS.6.W.2.2: Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
- SS.6.W.2.3: Identify the characteristics of civilization.
- SS.6.W.2.4: Compare the economic, political, social, and religious institutions of ancient river civilizations.
- SS.6.W.3.1: Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
- SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.
- SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
- SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
- SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.
- SS.6.W.3.17: Explain the spread and influence of the Latin language on Western Civilization.

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SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
SS.7.G.1.1	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
SS.7.G.1.2	Locate on a world map the territories and protectorates of the United States of America.
SS.7.G.1.3	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
SS.7.G.2.1	Locate major cultural landmarks that are emblematic of the United States.
SS.7.G.2.2	Locate major physical landmarks that are emblematic of the United States.
SS.7.G.2.3	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
SS.7.G.2.4	Describe current major cultural regions of North America.
SS.7.G.3.1	Use maps to describe the location, abundance, and variety of natural resources in North America.
SS.7.G.4.1	Use geographic terms and tools to explain cultural diffusion throughout North America.
SS.7.G.4.2	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
SS.7.G.5.1	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
SS.7.G.6.1	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
HE.6.C.2.4	Investigate school and public health policies that influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2103042
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Geography»
Course Title:	M/J Geography: Europe and The Americas & Career Planning
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J GEOG: EUR/AM C/P
Course Length:	Year
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	M/J Geography - 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).

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.68.RH.1

Key Ideas and Details

LAFS.68.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2: 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.

LAFS.68.RH.1.3: 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).

LAFS.68.RH.2

Craft and Structure

LAFS.68.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.68.RH.2.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.68.RH.2.6: 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).

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Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

LAFS.68.RH.3

- LAFS.68.RH.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- LAFS.68.RH.3.8: Distinguish among fact, opinion, and reasoned judgment in a text.
- LAFS.68.RH.3.9: Analyze the relationship between a primary and secondary source on the same topic.

LAFS.68.WHST.1

- LAFS.68.WHST.1.1: Write arguments focused on discipline-specific content.
- LAFS.68.WHST.1.1a : 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.
- LAFS.68.WHST.1.1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- LAFS.68.WHST.1.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- LAFS.68.WHST.1.1d: Establish and maintain a formal style.
- LAFS.68.WHST.1.1e: Provide a concluding statement or section that follows from and supports the argument presented.
- LAFS.68.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- LAFS.68.WHST.1.2a: 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.
- LAFS.68.WHST.1.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- LAFS.68.WHST.1.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- LAFS.68.WHST.1.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LAFS.68.WHST.1.2e: Establish and maintain a formal style and objective tone.
- LAFS.68.WHST.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.68.WHST.2

- LAFS.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.68.WHST.2.5: 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.
- LAFS.68.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LAFS.68.WHST.3

- LAFS.68.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- LAFS.68.WHST.3.8: 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
- LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.

LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	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.
LAFS.6.SL.1.1a	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.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	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.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas
LAFS.6.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

- SS.6.G.1.1: Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
- SS.6.G.1.2: Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
- SS.6.G.1.3: Identify natural wonders of the ancient world.
- SS.6.G.1.4: Utilize tools geographers use to study the world.
- SS.6.G.1.5: Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
- SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- SS.6.G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.4.4: Map and analyze the impact of the spread of various belief systems in the ancient world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.

SS.6.W.1.5	Describe the roles of historians and recognize varying historical interpretations (historiography).
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.2.1:	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
SS.6.W.2.2:	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
SS.6.W.2.3:	Identify the characteristics of civilization.
SS.6.W.2.4:	Compare the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.5	Summarize the important achievements and contributions of ancient Greek civilization.
SS.6.W.3.7	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
SS.6.W.3.13	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
SS.6.W.3.14	Describe the key achievements and contributions of Roman civilization.
SS.6.W.3.17	Explain the spread and influence of the Latin language on Western Civilization.
SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
SS.7.G.1.1	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
SS.7.G.1.2	Locate on a world map the territories and protectorates of the United States of America.
SS.7.G.1.3	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
SS.7.G.2.1	Locate major cultural landmarks that are emblematic of the United States.
SS.7.G.2.2	Locate major physical landmarks that are emblematic of the United States.
SS.7.G.2.3	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
SS.7.G.2.4	Describe current major cultural regions of North America.
SS.7.G.3.1	Use maps to describe the location, abundance, and variety of natural resources in North America.
SS.7.G.4.1	Use geographic terms and tools to explain cultural diffusion throughout North America.
SS.7.G.4.2	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
SS.7.G.5.1	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
SS.7.G.6.1	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
HE.6.C.2.4	Investigate school and public health policies that influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2103050
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Geography»
Course Title:	M/J Florida: Challenges and Choices
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J FLORIDA: CHA&CHOI
Course Length:	Year
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	M/J Florida - 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.

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).

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	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.
LAFS.68.RH.1.3:	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).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	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).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	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.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	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.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
LAFS.68.WHST.3.8:	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
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.8.SL.1	Comprehension and Collaboration
LAFS.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.
LAFS.8.SL.1.1a	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.
LAFS.8.SL.1.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LAFS.8.SL.1.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LAFS.8.SL.1.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2	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.
LAFS.8.SL.1.3	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.
LAFS.8.SL.2	Presentation of Knowledge and Ideas
LAFS.8.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2:	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3:	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5:	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6:	Compare interpretations of key events and issues throughout American History.
SS.8.A.1.7:	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
SS.8.C.1.1:	Identify the constitutional provisions for establishing citizenship.
SS.8.C.1.5:	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6:	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
SS.8.E.1.1:	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
SS.8.E.2.1:	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
SS.8.E.2.2:	Explain the economic impact of government policies.
SS.8.E.2.3:	Assess the role of Africans and other minority groups in the economic development of the United States.
SS.8.E.3.1:	Evaluate domestic and international interdependence.
SS.8.G.1.1:	Use maps to explain physical and cultural attributes of major regions throughout American history.
SS.8.G.1.2:	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
SS.8.G.2.1:	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
SS.8.G.2.2:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
SS.8.G.2.3:	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
SS.8.G.3.1:	Locate and describe in geographic terms the major ecosystems of the United States.
SS.8.G.3.2:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
SS.8.G.4.1:	Interpret population growth and other demographic data for any given place in the United States throughout its history.
SS.8.G.4.2:	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

GENERAL INFORMATION

Course Number:	2104000
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Interdisciplinary and Applied Social Studies»
Course Title:	M/J Social Studies
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J SS
Course Length:	Year
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	The social studies curriculum for this course consists of the following content area strands: World History, Geography, Economics, Civics and Government. The primary content for this course pertains to the concepts and methodologies used in the social studies disciplines, and their applications in contemporary and historical contexts. Content should include, but not be limited to, the basic concepts and methodology of the social studies disciplines, interdisciplinary concepts of change, conflict, interdependence, choice, and impact of the environment, development of reasoning and information-processing skills, applications of the social studies to contemporary issues and concerns, applications of the social studies to the study of Florida. Students will be exposed to the multiple disciplines of social studies including history, geography, political science, economics, sociology, psychology, and anthropology. Students will study methods of historical inquiry and primary and secondary historical documents.

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).

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	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.
LAFS.68.RH.1.3:	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).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5:	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	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).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	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.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	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.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	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.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	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.
LAFS.6.SL.1.1a	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.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	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.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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LAFS.6.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.

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- SS.6.E.1.1: Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
- SS.6.E.1.3: Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
- SS.6.E.2.1: Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
- SS.6.E.3.1: Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
- SS.6.E.3.2: Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
- SS.6.E.3.3: Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
- SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
- SS.6.G.1.1: Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
- SS.6.G.1.2: Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
- SS.6.G.1.3: Identify natural wonders of the ancient world.
- SS.6.G.1.4: Utilize tools geographers use to study the world.
- SS.6.G.1.5: Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
- SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results.
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.

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GENERAL INFORMATION

Course Number:	2104010
Course Path:	Section:Grades PreK to 12 Education Courses» Grade Group:Grades 6 to 8 Education Courses » Subject:Social Studies » SubSubject: Interdisciplinary and Applied Social Studies»
Course Title:	M/J Engaged Citizenship through Service Learning 1
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J ENG CIT SERVLRN1
Course Length:	Semester
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 20-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at www.fldoe.org/Family/learnservice.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.

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After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Provide documentation of activities and the minimum 20 hours of participation in an approved service-learning project.

RELATED BENCHMARKS:

Benchmark #	Description
LAFS.68.RH.1	Key Ideas and Details Standard
LAFS.68.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2	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.
LAFS.68.RH.1.3	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).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5:	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6	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).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	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.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.

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LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	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.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	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.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	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.
LAFS.6.SL.1.1a	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.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	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.
LAFS.6.SL.1.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas
LAFS.6.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.7.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.13:	Examine multiple perspectives on public and current issues.
SS.7.C.2.14:	Conduct a service project to further the public good.
SS.7.C.3.14:	Differentiate between local, state, and federal governments’ obligations and services.
SS.7.C.4.2	Recognize government and citizen participation in international organizations.
PE.6.M.1.12:	Use proper safety practices.
PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.
HE.6.B.4.3:	Demonstrate effective conflict management and/or resolution strategies.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making.
HE.6.C.1.8:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

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- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- SS.6.C.1.1: Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.
- SS.6.C.1.2: 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).
- SS.6.C.2.1: 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.
- HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention.

- SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
- SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
- SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
- SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.
- HE.6.C.2.4: Investigate school and public health policies that influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2104020
Course Path:	Section:Grades PreK to 12 Education Courses» Grade Group:Grades 6 to 8 Education Courses » Subject:Social Studies » SubSubject: Interdisciplinary and Applied Social Studies»
Course Title:	M/J Engaged Citizenship through Service Learning 2
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J ENG CIT SERVLRN2
Course Length:	Semester
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	This course provides an introduction and applications to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 25 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 25-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at www.fldoe.org/Family/learnservice.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.

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After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Provide documentation of activities and the minimum 25 hours of participation in one or more approved service-learning project.

For this second-level middle school course, the expectation is that students will not only conduct more service-learning hours than students in the first level but will also demonstrate responsibility and leadership in project investigation, design, and implementation.

RELATED BENCHMARKS:

Benchmark #	Description
LAFS.68.RH.1	Key Ideas and Details Standard
LAFS.68.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2	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.
LAFS.68.RH.1.3	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).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5:	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6	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).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	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.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	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.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	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.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	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.
LAFS.7.SL.1	Comprehension and Collaboration
LAFS.7.SL.1.1	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.
LAFS.7.SL.1.1a	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.

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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LAFS.7.SL.1.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LAFS.7.SL.1.1c	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.
LAFS.7.SL.1.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2	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.
LAFS.7.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2	Presentation of Knowledge and Ideas
LAFS.7.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.7.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.13	Examine multiple perspectives on public and current issues.
SS.7.C.2.14	Conduct a service project to further the public good.
SS.7.C.3.14	Differentiate between local, state, and federal governments' obligations and services.
SS.7.C.4.2	Recognize government and citizen participation in international organizations.
PE.7.R.5.1	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.
PE.7.M.1.7	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
HE.7.B.4.3	Articulate possible causes of conflict among youth in schools and communities.
HE.7.B.5.4	Determine when individual or collaborative decision-making is appropriate.
HE.7.C.1.5	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.7.B.4.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

GENERAL INFORMATION

Course Number:	2104030
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Interdisciplinary and Applied Social Studies »
Course Title:	M/J United States Economics and Geography
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J US ECON & GEOG
Course Length:	Semester
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	M/J United States Economics and Geography - 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.

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).

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.

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LAFS.68.RH.1.2:	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.
LAFS.68.RH.1.3:	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).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5:	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	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).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	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.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	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.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	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.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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LAFS.68.WHST.3

LAFS.68.WHST.3.7

Research to Build and Present Knowledge

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.68.WHST.3.8:

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.

LAFS.68.WHST.3.9:

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

LAFS.68.WHST.4:

LAFS.68.WHST.4.10:

Range of Writing

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.

LAFS.7.SL.1

LAFS.7.SL.1.1

Comprehension and Collaboration

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.

LAFS.7.SL.1.1a

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.

LAFS.7.SL.1.1b

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

LAFS.7.SL.1.1c

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.

LAFS.7.SL.1.1d

Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.2

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.

LAFS.7.SL.1.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2

LAFS.7.SL.2.4

Presentation of Knowledge and Ideas

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.

MAFS.K12.MP

MAFS.K12.MP.1

Mathematical Practices

Make sense of problems and persevere in solving them.

MAFS.K12.MP.3

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.5

Use appropriate tools strategically.

MAFS.K12.MP.6

Attend to precision.

MAFS.6.SP

MAFS.6.SP.1

Statistics and Probability

Summarize and describe distributions.

MAFS.7.SP

MAFS.7.SP.2

Statistics and Probability

Draw informal comparative inferences about two populations.

SS.7.E.1.1:

Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

- SS.7.E.1.2: Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
- SS.7.E.1.3: Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
- SS.7.E.1.4: Discuss the function of financial institutions in the development of a market economy.
- SS.7.E.1.5: Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
- SS.7.E.1.6: Compare the national budget process to the personal budget process.
- SS.7.E.2.1: Explain how federal, state, and local taxes support the economy as a function of the United States government.
- SS.7.E.2.2: Describe the banking system in the United States and its impact on the money supply.
- SS.7.E.2.3: Identify and describe United States laws and regulations adopted to promote economic competition.
- SS.7.E.2.4: Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
- SS.7.E.2.5: Explain how economic institutions impact the national economy.
- SS.7.E.3.1: Explain how international trade requires a system for exchanging currency between and among nations.
- SS.7.E.3.2: Assess how the changing value of currency affects trade of goods and services between nations.
- SS.7.E.3.3: Compare and contrast a single resource economy with a diversified economy.
- SS.7.E.3.4: Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
- SS.7.G.1.1: Locate the fifty states and their capital cities in addition to the nation's capital on a map.
- SS.7.G.1.2: Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3: Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.2.1: Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2: Locate major physical landmarks that are emblematic of the United States.
- SS.7.G.2.3: Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4: Describe current major cultural regions of North America.
- SS.7.G.3.1: Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.7.G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1: Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
- SS.7.C.2.2: Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.3.14: Differentiate between local, state, and federal governments' obligations and services.
- HE.7.P.8.2: Articulate a position on a health-related issue and support it with accurate health information.