

# Course: Army: Leadership Education and Training 3- 1801320

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4201>

## BASIC INFORMATION

<b>Course Number:</b>	1801320
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, ROTC, ROTC And Military Training, Military training, training, Army Jr ROTC, Army: Leadership Education and Training 3, AR LEAD ED/TRAIN 3
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> ROTC and Military Training</p> <p><b>SubSubject:</b> Army Jr ROTC</p>
<b>Course Title:</b>	Army: Leadership Education and Training 3
<b>Course Abbreviated Title:</b>	AR LEAD ED/TRAIN 3
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 2. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

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

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p><u>04.03</u> Conduct and participate in meetings to accomplish work tasks.</p> <p><u>04.04</u> Employ mentoring skills to inspire and teach others.</p> <p><u>04.05</u> Employ critical thinking skills independently and in teams to solve problems and make decisions.</p> <p><u>04.06</u> Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p><u>04.07</u> Identify and document workplace performance goals and monitor progress toward those goals.</p> <p><u>04.08</u> Conduct technical research to gather information necessary for decision-making.</p>
--	--

STANDARDS (39)

<u><b>HE.912.B.3.4:</b></u>	<p>Justify when professional health services or providers may be required.</p> <p>Remarks/Examples</p> <p>Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
<u><b>HE.912.B.4.2:</b></u>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p>
<u><b>HE.912.B.4.4:</b></u>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<u><b>HE.912.B.6.4:</b></u>	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	protecting health.
<a href="#"><u>HE.912.C.1.1:</u></a>	<p>Predict how healthy behaviors can affect health status. Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<a href="#"><u>HE.912.C.1.2:</u></a>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<a href="#"><u>HE.912.C.1.3:</u></a>	<p>Evaluate how environment and personal health are interrelated. Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<a href="#"><u>HE.912.C.1.4:</u></a>	<p>Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#"><u>HE.912.C.2.2:</u></a>	<p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	use of helmets and seatbelts.
<a href="#"><u>HE.912.C.2.5:</u></a>	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#"><u>LAFS.910.L.3.4:</u></a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>LAFS.910.RI.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>MA.912.F.4.1:</u></a>	<p>Develop personal budgets that fit within various income brackets. Remarks/Examples</p> <p>Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.</p>
<a href="#"><u>MA.912.F.4.4:</u></a>	<p>Establish a plan to pay off debt. Remarks/Examples</p> <p>Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p>
<a href="#"><u>MA.912.F.4.8:</u></a>	<p>Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals. Remarks/Examples</p> <p>Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.</p>
<a href="#"><u>MAFS.912.S-ID.1.2:</u></a>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><a href="#"><u>PE.912.L.3.2:</u></a></p>	<p>Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<p><a href="#"><u>PE.912.L.3.3:</u></a></p>	<p>Identify a variety of activities that promote effective stress management.</p>
<p><a href="#"><u>PE.912.L.3.6:</u></a></p>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<p><a href="#"><u>PE.912.L.4.1:</u></a></p>	<p>Design a personal fitness program. Remarks/Examples</p> <p>Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
<p><a href="#"><u>PE.912.L.4.4:</u></a></p>	<p>Use available technology to assess, design and evaluate a personal fitness program.</p>
<p><a href="#"><u>PE.912.L.4.7:</u></a></p>	<p>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</p>
<p><a href="#"><u>PE.912.R.6.1:</u></a></p>	<p>Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p>
<p><a href="#"><u>SS.912.A.4.5:</u></a></p>	<p>Examine causes, course, and consequences of United States involvement in World War I. Remarks/Examples</p> <p>Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p>
<p><a href="#"><u>SS.912.C.1.1:</u></a></p>	<p>Evaluate, take, and defend positions on the founding ideals and</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#"><u>SS.912.E.1.15:</u></a>	Describe the risk and return profiles of various investment vehicles and the importance of diversification. Remarks/Examples Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.
<a href="#"><u>SS.912.E.2.11:</u></a>	Assess the economic impact of negative and positive externalities on the local, state, and national environment. Remarks/Examples Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
<a href="#"><u>SS.912.G.1.3:</u></a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#"><u>SS.912.G.1.4:</u></a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. Remarks/Examples Examples are thematic, contour, and dot-density.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Army: Leadership Education and Training 4- 1801330

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4202>

## BASIC INFORMATION

<b>Course Number:</b>	1801330
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, ROTC, ROTC And Military Training, Military training, training, Army Jr ROTC, Army: Leadership Education and Training 4, AR LEAD ED/TRAIN 4
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> ROTC and Military Training</p> <p><b>SubSubject:</b> Army Jr ROTC</p>
<b>Course Title:</b>	Army: Leadership Education and Training 4
<b>Course Abbreviated Title:</b>	AR LEAD ED/TRAIN 4
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 3. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

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

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>others in order to accomplish objectives and tasks.</p> <p><u>04.03</u> Conduct and participate in meetings to accomplish work tasks.</p> <p><u>04.04</u> Employ mentoring skills to inspire and teach others.</p> <p><u>04.05</u> Employ critical thinking skills independently and in teams to solve problems and make decisions.</p> <p><u>04.06</u> Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p><u>04.07</u> Identify and document workplace performance goals and monitor progress toward those goals.</p> <p><u>04.08</u> Conduct technical research to gather information necessary for decision-making.</p>
--	---

STANDARDS (36)

<a href="#"><u>HE.912.B.3.4:</u></a>	<p>Justify when professional health services or providers may be required.</p> <p>Remarks/Examples</p> <p>Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
<a href="#"><u>HE.912.B.4.2:</u></a>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p>
<a href="#"><u>HE.912.B.4.4:</u></a>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#"><u>HE.912.B.6.4:</u></a>	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits,</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	improved physical fitness, and individual responsibilities for protecting health.
<a href="#"><u>HE.912.C.1.1:</u></a>	<p>Predict how healthy behaviors can affect health status. Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<a href="#"><u>HE.912.C.1.2:</u></a>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<a href="#"><u>HE.912.C.1.3:</u></a>	<p>Evaluate how environment and personal health are interrelated. Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<a href="#"><u>HE.912.C.1.4:</u></a>	<p>Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#"><u>HE.912.C.2.2:</u></a>	<p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	use of helmets and seatbelts.
<a href="#"><u>HE.912.C.2.5:</u></a>	Evaluate the effect of media on personal and family health. Remarks/Examples Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#"><u>LAFS.910.L.3.4:</u></a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><b><u>LAFS.910.RI.2.4:</u></b></p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
<p><b><u>LAFS.910.SL.1.1:</u></b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><b><u>LAFS.910.W.2.6:</u></b></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><b><u>MA.912.F.4.1:</u></b></p>	<p>Develop personal budgets that fit within various income brackets. Remarks/Examples</p> <p>Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	<p>medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.</p>
<a href="#"><u>MA.912.F.4.4:</u></a>	<p>Establish a plan to pay off debt. Remarks/Examples</p> <p>Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p>
<a href="#"><u>MA.912.F.4.8:</u></a>	<p>Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals. Remarks/Examples</p> <p>Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.</p>
<a href="#"><u>MAFS.912.S-ID.1.2:</u></a>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><a href="#"><u>PE.912.L.3.2:</u></a></p>	<p>Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<p><a href="#"><u>PE.912.L.3.3:</u></a></p>	<p>Identify a variety of activities that promote effective stress management.</p>
<p><a href="#"><u>PE.912.L.3.6:</u></a></p>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<p><a href="#"><u>PE.912.L.4.1:</u></a></p>	<p>Design a personal fitness program. Remarks/Examples</p> <p>Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
<p><a href="#"><u>PE.912.L.4.4:</u></a></p>	<p>Use available technology to assess, design and evaluate a personal fitness program.</p>
<p><a href="#"><u>PE.912.L.4.7:</u></a></p>	<p>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</p>
<p><a href="#"><u>PE.912.R.6.1:</u></a></p>	<p>Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p>
<p><a href="#"><u>SS.912.A.1.2:</u></a></p>	<p>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</p>
<p><a href="#"><u>SS.912.A.6.1:</u></a></p>	<p>Examine causes, course, and consequences of World War II on the United States and the world. Remarks/Examples</p> <p>Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Leadership Education 1- 1800400

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/5086>

## BASIC INFORMATION

<b>Course Number:</b>	1800400
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, general, ROTC, ROTC And Military Training, Military training, training, Air Force Jr., Leadership Education 1, LEAD ED 1
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> ROTC and Military Training <b>SubSubject:</b> Air Force Jr ROTC
<b>Course Title:</b>	Leadership Education 1
<b>Course Abbreviated Title:</b>	LEAD ED 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<u>Instructional Practices:</u>  Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol> <p><u>Additional Benchmarks Related to Career and Technical Education</u></p> <p><b>(Aerospace Technologies Program):</b>  <b>41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.</b>  <u>41.01</u> Employ leadership skills to accomplish organizational goals and objectives.  <u>41.02</u> Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.  <u>41.03</u> Conduct and participate in meetings to accomplish work tasks.  <u>41.04</u> Employ mentoring skills to inspire and teach others.</p>
--	---

STANDARDS (15)

<a href="#"><u>LAFS.910.RI.3.8:</u></a>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
<a href="#"><u>LAFS.910.RI.3.9:</u></a>	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><a href="#"><b>LAFS.910.SL.1.3:</b></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#"><b>LAFS.910.SL.2.4:</b></a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#"><b>LAFS.910.SL.2.5:</b></a></p>	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p><a href="#"><b>MAFS.912.S-MD.2.7:</b></a></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>SS.912.C.2.12:</u></a>	Explain the changing roles of television, radio, press, and Internet in political communication.
<a href="#"><u>SS.912.C.2.13:</u></a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Remarks/Examples Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.912.C.2.5:</u></a>	Conduct a service project to further the public good. Remarks/Examples Examples are school, community, state, national, international.
<a href="#"><u>SS.912.C.2.8:</u></a>	Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#"><u>SS.912.C.2.9:</u></a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Remarks/Examples Examples are Preamble, Declaration of Independence,

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
--	--

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><b><u>SS.912.A.6.5:</u></b></p>	<p>Explain the impact of World War II on domestic government policy. Remarks/Examples</p> <p>Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p>
<p><b><u>SS.912.C.1.5:</u></b></p>	<p>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</p>
<p><b><u>SS.912.C.2.2:</u></b></p>	<p>Evaluate the importance of political participation and civic participation.</p>
<p><b><u>SS.912.C.2.6:</u></b></p>	<p>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</p>
<p><b><u>SS.912.C.3.14:</u></b></p>	<p>Examine constitutional powers (expressed, implied, concurrent, reserved).</p>
<p><b><u>SS.912.G.1.3:</u></b></p>	<p>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



# Course: Leadership Education 2- 1800410

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/5087>

## BASIC INFORMATION

<b>Course Number:</b>	1800410
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, general, ROTC, ROTC And Military Training, Military training, training, Air Force Jr., Leadership Education 2, LEAD ED 2, leadership
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> ROTC and Military Training <b>SubSubject:</b> Air Force Jr ROTC
<b>Course Title:</b>	Leadership Education 2
<b>Course Abbreviated Title:</b>	LEAD ED 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<u>Instructional Practices:</u>  Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol> <p><u>Additional Benchmarks Related to Career and Technical Education</u></p> <p><b>(Aerospace Technologies Program):</b>  <b>41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.</b>  <u>41.01</u> Employ leadership skills to accomplish organizational goals and objectives.  <u>41.02</u> Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.  <u>41.03</u> Conduct and participate in meetings to accomplish work tasks.  <u>41.04</u> Employ mentoring skills to inspire and teach others.</p>
--	---

STANDARDS (25)

<a href="#"><u>HE.912.B.5.1:</u></a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.  Remarks/Examples</p> <hr/> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<a href="#"><u>HE.912.B.5.4:</u></a>	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.  Remarks/Examples</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
<a href="#"><u>HE.912.P.7.1:</u></a>	<p>Analyze the role of individual responsibility in enhancing health. Remarks/Examples</p> <p>Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
<a href="#"><u>HE.912.P.7.2:</u></a>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Remarks/Examples</p> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
<a href="#"><u>HE.912.P.8.1:</u></a>	<p>Demonstrate how to influence and support others in making positive health choices. Remarks/Examples</p> <p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
<a href="#"><u>HE.912.P.8.2:</u></a>	<p>Utilize current, accurate data/information to formulate a health-enhancing message. Remarks/Examples</p> <p>Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
<a href="#"><u>HE.912.P.8.3:</u></a>	<p>Work cooperatively as an advocate for improving personal,</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>family, and community health.</p> <p>Remarks/Examples</p> <p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<p><a href="#"><u>HE.912.P.8.4:</u></a></p>	<p>Adapt health messages and communication techniques to a specific target audience.</p> <p>Remarks/Examples</p> <p>Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</p>
<p><a href="#"><u>LAFS.910.RI.3.8:</u></a></p>	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
<p><a href="#"><u>LAFS.910.RI.3.9:</u></a></p>	<p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>
<p><a href="#"><u>LAFS.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to</li> </ol>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.910.SL.2.6:</a>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>PE.912.C.2.20:</u></a>	Identify appropriate methods to resolve physical conflict.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples
	Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.912.C.2.5:</u></a>	Conduct a service project to further the public good. Remarks/Examples
	Examples are school, community, state, national, international.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.2.8:</u></a>	Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples
	Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Marine Corps: Leadership Education 1- 1803300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4203>

## BASIC INFORMATION

<b>Course Number:</b>	1803300
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, ROTC, ROTC And Military Training, Military training, training, Marine Corps Jr ROTC, Marine Corps: Leadership Education 1, MC LEAD ED 1
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> ROTC and Military Training</p> <p><b>SubSubject:</b> Marine Corps Jr ROTC</p>
<b>Course Title:</b>	Marine Corps: Leadership Education 1
<b>Course Abbreviated Title:</b>	MC LEAD ED 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to develop a broad range of basic skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop positive attitudes, good citizenship, and

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

patriotism through character-building activities. The Marine Corps JROTC provides military instruction in a learning environment useful to students in a future military or civilian career.

**Special Notes:**

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

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

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

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

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

04.07 Identify and document workplace performance goals and

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	<p>monitor progress toward those goals.</p> <p><b>04.08</b> Conduct technical research to gather information necessary for decision-making.</p>
--	---

STANDARDS (29)

<a href="#"><b>HE.912.B.6.4:</b></a>	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<a href="#"><b>HE.912.C.1.1:</b></a>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<a href="#"><b>HE.912.C.1.3:</b></a>	<p>Evaluate how environment and personal health are interrelated.</p> <p>Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<a href="#"><b>HE.912.C.1.4:</b></a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#"><b>HE.912.C.2.2:</b></a>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students'</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<a href="#"><u>HE.912.C.2.5:</u></a>	<p>Evaluate the effect of media on personal and family health. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
<a href="#"><u>LAFS.910.L.3.4:</u></a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in</li> </ol>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	context or in a dictionary).
<a href="#"><u>LAFS.910.RI.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>LAFS.910.SL.2.6:</u></a>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<a href="#">LAFS.910.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#">MAFS.912.S-ID.1.2:</a>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<a href="#">PE.912.L.3.2:</a>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p>Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.L.4.1:</a>	<p>Design a personal fitness program.</p> <p>Remarks/Examples</p> <p>Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Marine Corps: Leadership Education 2- 1803310

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4204>

## BASIC INFORMATION

<b>Course Number:</b>	1803310
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, ROTC, ROTC And Military Training, Military training, training, Marine Corps Jr ROTC, Marine Corps: Leadership Education 2, MC LEAD ED 2
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> ROTC and Military Training</p> <p><b>SubSubject:</b> Marine Corps Jr ROTC</p>
<b>Course Title:</b>	Marine Corps: Leadership Education 2
<b>Course Abbreviated Title:</b>	MC LEAD ED 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to develop a broad range of intermediate level skills and knowledge, with opportunities for total development in leadership. This course enables students to develop positive attitudes, good citizenship,

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

and patriotism through character-building activities. The Marine Corps JROTC provides military instruction in a learning environment useful to students in a future military or civilian career.

**Special Notes:**

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

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

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

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

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p><u>04.07</u> Identify and document workplace performance goals and monitor progress toward those goals.</p> <p><u>04.08</u> Conduct technical research to gather information necessary for decision-making.</p>
--	--

STANDARDS (27)

<a href="#"><u>HE.912.B.6.4:</u></a>	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<a href="#"><u>HE.912.C.1.1:</u></a>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<a href="#"><u>HE.912.C.1.4:</u></a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#"><u>HE.912.C.2.2:</u></a>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><a href="#"><u>HE.912.C.2.5:</u></a></p>	<p>Evaluate the effect of media on personal and family health. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><a href="#"><u>LAFS.1112.RST.2.4:</u></a></p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<p><a href="#"><u>LAFS.1112.RST.3.7:</u></a></p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
<p><a href="#"><u>LAFS.910.L.3.4:</u></a></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<p><a href="#"><u>LAFS.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	<p>partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><a href="#"><u>LAFS.910.SL.2.6:</u></a></p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#"><u>here</u></a>.</p>
<p><a href="#"><u>LAFS.910.W.2.6:</u></a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><a href="#"><u>MAFS.912.S-ID.1.2:</u></a></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<a href="#"><u>PE.912.L.3.2:</u></a>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p>Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#"><u>PE.912.L.3.6:</u></a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#"><u>PE.912.L.4.1:</u></a>	<p>Design a personal fitness program.</p> <p>Remarks/Examples</p> <p>Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
<a href="#"><u>PE.912.L.4.4:</u></a>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#"><u>PE.912.L.4.7:</u></a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#"><u>SS.912.A.7.15:</u></a>	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>SS.912.A.7.2:</u></a>	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.1:</u></a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.5:</u></a>	Conduct a service project to further the public good. Remarks/Examples Examples are school, community, state, national, international.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>PE.912.L.4.4:</u></a>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#"><u>PE.912.L.4.7:</u></a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.1:</u></a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.5:</u></a>	Conduct a service project to further the public good. Remarks/Examples
	Examples are school, community, state, national, international.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Marine Corps: Leadership Education 3- 1803320

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4206>

## BASIC INFORMATION

<b>Course Number:</b>	1803320
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Marine Corps: Leadership Education 3, MC LEAD ED 3, Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, ROTC, ROTC And Military Training, Military training, training, Marine Corps Jr ROTC
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> ROTC and Military Training</p> <p><b>SubSubject:</b> Marine Corps Jr ROTC</p>
<b>Course Title:</b>	Marine Corps: Leadership Education 3
<b>Course Abbreviated Title:</b>	MC LEAD ED 3
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop good citizenship, self-discipline, and respect

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

for constituted authority through character-building activities. The Marine Corps JROTC provides military instruction in a learning environment useful to students in a future military or civilian career.

**Special Notes:**

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

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

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

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

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p><u>04.07</u> Identify and document workplace performance goals and monitor progress toward those goals.</p> <p><u>04.08</u> Conduct technical research to gather information necessary for decision-making.</p>
--	--

STANDARDS (29)

<a href="#"><u>HE.912.B.4.2:</u></a>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p>
<a href="#"><u>HE.912.C.1.1:</u></a>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<a href="#"><u>HE.912.C.1.4:</u></a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#"><u>HE.912.C.2.2:</u></a>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<a href="#"><u>HE.912.C.2.5:</u></a>	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#"><u>LAFS.910.L.3.4:</u></a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<a href="#"><u>PE.912.L.4.7:</u></a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#"><u>SS.912.A.7.15:</u></a>	Analyze the effects of foreign and domestic terrorism on the American people.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	<p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p>
<p><a href="#">LAFS.910.SL.1.1:</a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><a href="#">LAFS.910.SL.2.6:</a></p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>MAFS.912.S-IC.2.6:</u></a>	Evaluate reports based on data.
<a href="#"><u>MAFS.912.S-ID.1.2:</u></a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Remarks/Examples In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<a href="#"><u>PE.912.L.3.2:</u></a>	Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<a href="#"><u>PE.912.L.3.6:</u></a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#"><u>PE.912.L.4.1:</u></a>	Design a personal fitness program. Remarks/Examples Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
<a href="#"><u>PE.912.L.4.4:</u></a>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#"><u>SS.912.A.7.2:</u></a>	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.1:</u></a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.5:</u></a>	Conduct a service project to further the public good. Remarks/Examples
	Examples are school, community, state, national, international.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Marine Corps: Leadership Education 4-1803330

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4208>

## BASIC INFORMATION

<b>Course Number:</b>	1803330
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, ROTC, ROTC And Military Training, Military training, training, Marine Corps Jr ROTC, Marine Corps: Leadership Education 4, MC LEAD ED 4
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> ROTC and Military Training</p> <p><b>SubSubject:</b> Marine Corps Jr ROTC</p>
<b>Course Title:</b>	Marine Corps: Leadership Education 4
<b>Course Abbreviated Title:</b>	MC LEAD ED 4
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course enables students to develop good citizenship, self-discipline, and respect for constituted authority

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

through character-building activities. The Marine Corps JROTC provides military instruction in a learning environment useful to students in a future military or civilian career.

**Special Notes:**

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

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

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

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

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

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

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<u>04.08</u> Conduct technical research to gather information necessary for decision-making.
--	--

STANDARDS (30)

<a href="#"><u>HE.912.B.4.1:</u></a>	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
	Remarks/Examples
	Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
<a href="#"><u>HE.912.B.4.2:</u></a>	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
	Remarks/Examples
	Validate other's opinions, use direct statement, use active statement, and offer alternatives.
<a href="#"><u>HE.912.B.4.3:</u></a>	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
	Remarks/Examples
	Effective verbal and nonverbal communication, compromise, and conflict-resolution.
<a href="#"><u>HE.912.B.4.4:</u></a>	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
	Remarks/Examples
	Verbal and written communication, active listening, and how to seek help for a friend.
<a href="#"><u>HE.912.B.5.4:</u></a>	Assess whether individual or collaborative decision making is needed to make a healthy decision.
	Remarks/Examples
	Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety,

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	and purchasing insurance.
<a href="#"><u>HE.912.C.2.2:</u></a>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<a href="#"><u>HE.912.C.2.5:</u></a>	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#"><u>LA.910.2.2.3:</u></a>	<p>The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);</p> <p>Remarks/Examples</p> <p>SS.912.C.4.3 Assess human rights policies of the United States and other countries.</p>
<a href="#"><u>LA.910.5.2.2:</u></a>	<p>The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);</p>
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

**LAFS.910.L.3.4:**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**LAFS.910.SL.1.1:**

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

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	connections in light of the evidence and reasoning presented.
<a href="#"><u>LAFS.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples <b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#"><u>here</u></a> .
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>MAFS.912.S-IC.2.6:</u></a>	Evaluate reports based on data.
<a href="#"><u>MAFS.912.S-ID.1.2:</u></a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Remarks/Examples In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<a href="#"><u>PE.912.L.3.2:</u></a>	Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>PE.912.L.3.6:</u></a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#"><u>PE.912.L.4.1:</u></a>	Design a personal fitness program. Remarks/Examples Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
<a href="#"><u>PE.912.L.4.4:</u></a>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#"><u>PE.912.L.4.7:</u></a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#"><u>SS.912.A.7.2:</u></a>	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.1:</u></a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.5:</u></a>	Conduct a service project to further the public good. Remarks/Examples Examples are school, community, state, national, international.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Naval Science 1- 1802300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4215>

## BASIC INFORMATION

<b>Course Number:</b>	1802300
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, ROTC, ROTC And Military Training, Military training, training, Navy Jr ROTC, Naval Science 1, NAVAL SCI 1
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> ROTC and Military Training <b>SubSubject:</b> Navy Jr ROTC
<b>Course Title:</b>	Naval Science 1
<b>Course Abbreviated Title:</b>	NAVAL SCI 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/her

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

organization, associates, and self. These elements are pursued at a fundamental level.

**Special Notes:**

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

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

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

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

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

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

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<b>04.08</b> Conduct technical research to gather information necessary for decision-making.
--	--

STANDARDS (32)

<a href="#"><b>HE.912.B.6.4:</b></a>	Formulate an effective long-term personal health plan. Remarks/Examples
	Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
<a href="#"><b>HE.912.C.1.1:</b></a>	Predict how healthy behaviors can affect health status. Remarks/Examples
	Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<a href="#"><b>HE.912.C.1.3:</b></a>	Evaluate how environment and personal health are interrelated. Remarks/Examples
	Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
<a href="#"><b>HE.912.C.1.4:</b></a>	Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples
	Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
<a href="#"><b>HE.912.C.2.2:</b></a>	Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples
	Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
<a href="#"><u>HE.912.C.2.5:</u></a>	Evaluate the effect of media on personal and family health. Remarks/Examples Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#"><u>LAFS.910.L.3.4:</u></a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>LAFS.910.RI.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><a href="#"><u>PE.912.L.3.2:</u></a></p>	<p>Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<p><a href="#"><u>PE.912.L.3.3:</u></a></p>	<p>Identify a variety of activities that promote effective stress management.</p>
<p><a href="#"><u>PE.912.L.3.6:</u></a></p>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<p><a href="#"><u>PE.912.L.4.1:</u></a></p>	<p>Design a personal fitness program. Remarks/Examples</p> <p>Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
<p><a href="#"><u>PE.912.L.4.4:</u></a></p>	<p>Use available technology to assess, design and evaluate a personal fitness program.</p>
<p><a href="#"><u>PE.912.L.4.7:</u></a></p>	<p>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</p>
<p><a href="#"><u>PE.912.R.6.1:</u></a></p>	<p>Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p>
<p><a href="#"><u>SS.912.A.2.1:</u></a></p>	<p>Review causes and consequences of the Civil War. Remarks/Examples</p> <p>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</p>
<p><a href="#"><u>SS.912.A.2.2:</u></a></p>	<p>Assess the influence of significant people or groups on Reconstruction. Remarks/Examples</p> <p>Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.
<a href="#"><u>SS.912.A.3.2:</u></a>	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
<a href="#"><u>SS.912.A.3.3:</u></a>	Compare the first and second Industrial Revolutions in the United States. Remarks/Examples Examples may include, but are not limited to, trade, development of new industries.
<a href="#"><u>SS.912.A.4.5:</u></a>	Examine causes, course, and consequences of United States involvement in World War I. Remarks/Examples Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i> , the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#"><u>SS.912.G.1.3:</u></a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#"><u>SS.912.G.1.4:</u></a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	maps. Remarks/Examples
	Examples are thematic, contour, and dot-density.
<a href="#"><u>SS.912.G.4.2:</u></a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Naval Science 2- 1802310

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4219>

## BASIC INFORMATION

<b>Course Number:</b>	1802310
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, ROTC, ROTC And Military Training, Military training, training, Navy Jr ROTC, Naval Science 2, NAVAL SCI 2
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> ROTC and Military Training <b>SubSubject:</b> Navy Jr ROTC
<b>Course Title:</b>	Naval Science 2
<b>Course Abbreviated Title:</b>	NAVAL SCI 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to engender a sound appreciation of the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. This course will also enable students to develop a sense of pride in his/her organization, associates, and self. This course will further enable students to develop understanding of

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

maritime geography as it relates to our natural resources, landforms, climate, soil, bodies of water, people, governments, the military, and geopolitics.

**Special Notes:**

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

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

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

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

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

04.07 Identify and document workplace performance goals and

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>monitor progress toward those goals.</p> <p><u>04.08</u> Conduct technical research to gather information necessary for decision-making.</p>
--	---

STANDARDS (25)

<a href="#"><u>HE.912.B.6.4:</u></a>	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
<a href="#"><u>LAFS.910.L.3.4:</u></a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<a href="#"><u>LAFS.910.RI.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><b><u>SC.912.E.5.2:</u></b></p>	<p>Identify patterns in the organization and distribution of matter in the universe and the forces that determine them. Remarks/Examples</p> <p>Identify patterns that influence the formation, heirarchy, and motions of the various kinds of objects in the solar system and the role of gravity and inertia on these motions (include the Sun, Earth, and Moon, planets, satellites, comets, asteroids, star clusters, galaxies, galaxy clusters). Recognize that the universe contains many billions of galaxies, and each galaxy contains many billions of stars. Recognize that constellations are contrived associations of stars that do not reflect functional relationships in space.</p>
<p><b><u>SC.912.E.6.4:</u></b></p>	<p>Analyze how specific geologic processes and features are expressed in Florida and elsewhere. Remarks/Examples</p> <p>Describe the effect of ocean and Gulf water currents, gravel mining, beach erosion, dune development, aquifers and ground water, salt water intrusion, springs, and sink holes on the formation of the Florida peninsula. Explain the effects of latitude, elevation, topography (land surface type), proximity to large bodies of water, and temperature of ocean currents, on climate in Florida.</p>
<p><b><u>SC.912.E.6.5:</u></b></p>	<p>Describe the geologic development of the present day oceans and identify commonly found features. Remarks/Examples</p> <p>Describe the topography of the ocean floor and how it formed (e.g. plate tectonics, sea level changes).</p>
<p><b><u>SC.912.E.7.2:</u></b></p>	<p>Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator. Remarks/Examples</p> <p>Explain how surface and deep-water circulation patterns (Coriolis effect, La Niña, El Niño, Southern Oscillation, upwelling, ocean surface cooling, freshwater influx, density differences,</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Labrador Current and Gulf Stream) impact energy transfer in the environment.
<a href="#">SC.912.L.17.2:</a>	Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.
<a href="#">SC.912.L.17.3:</a>	Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.
<a href="#">SC.912.P.10.1:</a>	Differentiate among the various forms of energy and recognize that they can be transformed from one form to others. Remarks/Examples  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.
<a href="#">SS.912.A.3.2:</a>	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
<a href="#">SS.912.A.3.3:</a>	Compare the first and second Industrial Revolutions in the United States. Remarks/Examples  Examples may include, but are not limited to, trade, development of new industries.
<a href="#">SS.912.A.4.5:</a>	Examine causes, course, and consequences of United States involvement in World War I. Remarks/Examples  Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i> , the Selective Service Act, the

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



	homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#"><u>SS.912.G.1.3:</u></a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#"><u>SS.912.G.1.4:</u></a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. Remarks/Examples
	Examples are thematic, contour, and dot-density.
<a href="#"><u>SS.912.G.4.2:</u></a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

# Course: Naval Science 3- 1802320

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4225>

## BASIC INFORMATION

<b>Course Number:</b>	1802320
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, ROTC, ROTC And Military Training, Military training, training, Navy Jr ROTC, Naval Science 3, NAVAL SCI 3, naval
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> ROTC and Military Training <b>SubSubject:</b> Navy Jr ROTC
<b>Course Title:</b>	Naval Science 3
<b>Course Abbreviated Title:</b>	NAVAL SCI 3
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to further develop understanding the importance of sea power and national security, naval operations and support functions, military law, international law, and the sea. This course will also enable students to develop understanding of the technical area of naval science study.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

**Special Notes:**

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education (Principles of Public Service Program):

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

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

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

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

04.08 Conduct technical research to gather information necessary

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	for decision-making.
--	----------------------

STANDARDS (23)

<a href="#"><u>HE.912.B.6.4:</u></a>	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#"><u>LAFS.910.L.3.4:</u></a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><b><u>LAFS.910.SL.1.1:</u></b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><b><u>LAFS.910.W.2.6:</u></b></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><b><u>MAFS.912.S-MD.2.7:</u></b></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>
<p><b><u>SC.912.E.6.5:</u></b></p>	<p>Describe the geologic development of the present day oceans and identify commonly found features.</p> <p>Remarks/Examples</p> <hr/> <p>Describe the topography of the ocean floor and how it formed (e.g. plate tectonics, sea level changes).</p> <hr/>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><b><u>SC.912.E.7.2:</u></b></p>	<p>Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator. Remarks/Examples</p> <p>Explain how surface and deep-water circulation patterns (Coriolis effect, La Niña, El Niño, Southern Oscillation, upwelling, ocean surface cooling, freshwater influx, density differences, Labrador Current and Gulf Stream) impact energy transfer in the environment.</p>
<p><b><u>SC.912.E.7.4:</u></b></p>	<p>Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans. Remarks/Examples</p> <p>Describe how latitude, altitude, topography, prevailing winds, proximity to large bodies of water, vegetation and ocean currents determine the climate of a geographic area.</p>
<p><b><u>SC.912.E.7.7:</u></b></p>	<p>Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change. Remarks/Examples</p> <p>Explain the possible natural (e.g. increased global temperature, wildfires, volcanic dust) and anthropogenic mechanisms (e.g. air pollution, acid rain, greenhouse gases, burning of fossil fuels) and the effects of these mechanisms on global climate change.</p>
<p><b><u>SC.912.L.17.2:</u></b></p>	<p>Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.</p>
<p><b><u>SC.912.L.17.3:</u></b></p>	<p>Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.</p>
<p><b><u>SC.912.P.10.1:</u></b></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</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>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>
<a href="#"><u>SS.912.A.3.2:</u></a>	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
<a href="#"><u>SS.912.A.3.3:</u></a>	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, trade, development of new industries.</p>
<a href="#"><u>SS.912.A.4.5:</u></a>	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p>
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#"><u>SS.912.G.1.3:</u></a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><b><u>SS.912.G.1.4:</u></b></p>	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p>Remarks/Examples</p> <p>Examples are thematic, contour, and dot-density.</p>
<p><b><u>SS.912.G.4.2:</u></b></p>	<p>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p>

The alphanumeric coding scheme has changed –  
 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
 Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



# Course: Naval Science 4- 1802330

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4227>

## BASIC INFORMATION

<b>Course Number:</b>	1802330
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	naval, Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, ROTC, ROTC And Military Training, Military training, training, Navy Jr ROTC, Naval Science 4, NAVAL SCI 4, naval science
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> ROTC and Military Training <b>SubSubject:</b> Navy Jr ROTC
<b>Course Title:</b>	Naval Science 4
<b>Course Abbreviated Title:</b>	NAVAL SCI 4
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies.
	<b>Special Notes:</b>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

-  
Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

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

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

04.01 Employ leadership skills to accomplish organizational goals and objectives.

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

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

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

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

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

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

STANDARDS (21)

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><a href="#"><u>HE.912.B.4.2:</u></a></p>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p>
<p><a href="#"><u>HE.912.B.4.3:</u></a></p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<p><a href="#"><u>HE.912.B.5.1:</u></a></p>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations. Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<p><a href="#"><u>HE.912.B.6.4:</u></a></p>	<p>Formulate an effective long-term personal health plan. Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<p><a href="#"><u>HE.912.C.1.2:</u></a></p>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<p><a href="#"><u>HE.912.C.2.2:</u></a></p>	<p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
<a href="#"><u>HE.912.C.2.4:</u></a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Remarks/Examples Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<a href="#"><u>HE.912.P.8.3:</u></a>	Work cooperatively as an advocate for improving personal, family, and community health. Remarks/Examples Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#"><u>SS.912.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.912.C.2.5:</u></a>	Conduct a service project to further the public good.

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>Remarks/Examples</p> <p>Examples are school, community, state, national, international.</p>
<p><a href="#"><u>LAFS.910.L.3.4:</u></a></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<p><a href="#"><u>LAFS.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader</li> </ol>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	<p>themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<a href="#"><u>PE.912.C.1.20:</u></a>	Know various ways in which physical conflict can be resolved appropriately.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.8:</u></a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p>Remarks/Examples</p> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>

The alphanumeric coding scheme has changed –  
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)