

GENERAL INFORMATION

Course Number:	2100310
Course Title:	United States History
Course Abbreviated Title:	US HIST
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: American and Western Hemispheric Histories »
Number of Credits:	One credit (1)
Course Length:	Year
Course Type:	Core
Course Level:	2
Status:	Pending State Board Approval
Graduation Requirements:	American History (AH)
General Notes:	United States History (U.S. History) 9-12 Course – The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

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

Special Notes:	<p>Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material <u>from all time periods</u> on the following topics:</p> <ul style="list-style-type: none">• Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies• The Gathering and Interactions of Peoples, Cultures, and Ideas• Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment• The Changing Role of America in the World
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The NAEP frameworks for United States History may be accessed at <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf>

Instructional Practices:

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

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

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

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.1112.RH.1

Key Ideas and Details

LAFS.1112.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3:

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2

Craft and Structure

LAFS.1112.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.)

LAFS.1112.RH.2.5:

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.6:

Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3:

Integration of Knowledge and Ideas

LAFS.1112.RH.3.7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8:

Evaluate an authors' premises, claims, and evidence, by corroborating or challenging them with other information.

LAFS.1112.RH.3.9:

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LAFS.1112.RH.4:

Range of Reading and Level of Text Complexity

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LAFS.1112.RH.4.10:	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.WHST.1	Text Types and Purposes
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.1112.WHST.1.1a:	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LAFS.1112.WHST.1.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
LAFS.1112.WHST.1.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.1112.WHST.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.1112.WHST.1.1e	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.1112.WHST.1.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.1112.WHST.1.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LAFS.1112.WHST.1.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LAFS.1112.WHST.1.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2:	Production and Distribution of Writing
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3:	Research to Build and Present Knowledge

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LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4:	Range of Writing
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.1112.SL.1	Comprehension and Collaboration
LAFS.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1a	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.
LAFS.1112.SL.1.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
LAFS.1112.SL.1.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LAFS.1112.SL.1.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2	Presentation of Knowledge and Ideas
LAFS.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

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MAFS.K12.MP

MAFS.K12.MP.1

MAFS.K12.MP.3

MAFS.K12.MP.5

MAFS.K12.MP.6

MAFS.912.S-ID

MAFS.912.S-ID.1:

MAFS.912.S-IC

MAFS.912.S-IC.2:

SS.912.A.1.1:

SS.912.A.1.2:

SS.912.A.1.3:

SS.912.A.1.4:

SS.912.A.1.5:

SS.912.A.1.6:

SS.912.A.1.7:

SS.912.A.2.1:

SS.912.A.2.2:

SS.912.A.2.3:

SS.912.A.2.4:

SS.912.A.2.5:

SS.912.A.2.6:

SS.912.A.2.7:

SS.912.A.3.1:

SS.912.A.3.2:

SS.912.A.3.3:

SS.912.A.3.4:

SS.912.A.3.5:

SS.912.A.3.6:

Mathematical Practices

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

Interpreting Categorical and Quantitative Data

Summarize, represent and interpret data on a single count or measurement variable.

Making Inferences and Justifying Conclusions

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

Utilize timelines to identify the time sequence of historical data.

Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

Use case studies to explore social, political, legal, and economic relationships in history.

Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

Review causes and consequences of the Civil War.

Assess the influence of significant people or groups on Reconstruction.

Describe the issues that divided Republicans during the early Reconstruction era.

Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.

Review the Native American experience.

Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

Compare the first and second Industrial Revolutions in the United States.

Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

Identify significant inventors of the Industrial Revolution including African Americans and women.

Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

- SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
- SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.A.3.9: Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
- SS.912.A.3.10: Review different economic and philosophic ideologies.
- SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.4.1: Analyze the major factors that drove United States imperialism.
- SS.912.A.4.2: Explain the motives of the United States acquisition of the territories.
- SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War.
- SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
- SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
- SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.1: Discuss the economic outcomes of demobilization.
- SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.
- SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
- SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

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- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.
- SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.
- SS.912.A.6.1: Examine causes, course, and consequences of World War II on the United States and the world.
- SS.912.A.6.2: Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
- SS.912.A.6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
- SS.912.A.6.4: Examine efforts to expand or contract rights for various populations during World War II.
- SS.912.A.6.5: Explain the impact of World War II on domestic government policy.
- SS.912.A.6.6: Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
- SS.912.A.6.7: Describe the attempts to promote international justice through the Nuremberg Trials.
- SS.912.A.6.8: Analyze the effects of the Red Scare on domestic United States policy.
- SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.6.10: Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
- SS.912.A.6.11: Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
- SS.912.A.6.12: Examine causes, course, and consequences of the Korean War.
- SS.912.A.6.13: Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- SS.912.A.6.14: Analyze causes, course, and consequences of the Vietnam War.
- SS.912.A.6.15: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.7.1: Identify causes for Post-World War II prosperity and its effects on American society.
- SS.912.A.7.2: Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
- SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.
- SS.912.A.7.4: Evaluate the success of 1960s era presidents' foreign and domestic policies.

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SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.6:	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7:	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.A.7.8:	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.10:	Analyze the significance of Vietnam and Watergate on the government and people of the United States.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.13:	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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GENERAL INFORMATION

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Course Abbreviated Title:	US HIST CR
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: American and Western Hemispheric Histories »
Number of Credits:	One credit (1)
Course Length:	Varies
Course Level:	2
Status:	Pending State Board Approval
Graduation Requirements:	
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Special Notes: Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

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

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- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
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1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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LAFS.1112.RH.1.3:

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2

Craft and Structure

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LAFS.1112.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.)
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LAFS.1112.WHST.1.1a:	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LAFS.1112.WHST.1.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LAFS.1112.WHST.1.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.1112.WHST.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.1112.WHST.1.1e	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.1112.WHST.1.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.1112.WHST.1.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.1112.WHST.1.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LAFS.1112.WHST.1.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2:	Production and Distribution of Writing
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3:	Research to Build and Present Knowledge
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4:	Range of Writing
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.1112.SL.1	Comprehension and Collaboration
LAFS.1112.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 <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1a	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.
LAFS.1112.SL.1.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
LAFS.1112.SL.1.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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LAFS.1112.SL.1.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2	Presentation of Knowledge and Ideas
LAFS.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.3:	Describe the issues that divided Republicans during the early Reconstruction era.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

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- SS.912.A.2.5: Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- SS.912.A.2.6: Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
- SS.912.A.2.7: Review the Native American experience.
- SS.912.A.3.1: Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
- SS.912.A.3.2: Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
- SS.912.A.3.3: Compare the first and second Industrial Revolutions in the United States.
- SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
- SS.912.A.3.5: Identify significant inventors of the Industrial Revolution including African Americans and women.
- SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
- SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
- SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.A.3.9: Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
- SS.912.A.3.10: Review different economic and philosophic ideologies.
- SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.4.1: Analyze the major factors that drove United States imperialism.
- SS.912.A.4.2: Explain the motives of the United States acquisition of the territories.
- SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War.
- SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
- SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
- SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

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- SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.1: Discuss the economic outcomes of demobilization.
- SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.
- SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
- SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.
- SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.
- SS.912.A.6.1: Examine causes, course, and consequences of World War II on the United States and the world.
- SS.912.A.6.2: Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
- SS.912.A.6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
- SS.912.A.6.4: Examine efforts to expand or contract rights for various populations during World War II.
- SS.912.A.6.5: Explain the impact of World War II on domestic government policy.
- SS.912.A.6.6: Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
- SS.912.A.6.7: Describe the attempts to promote international justice through the Nuremberg Trials.
- SS.912.A.6.8: Analyze the effects of the Red Scare on domestic United States policy.
- SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

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- SS.912.A.6.10: Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
- SS.912.A.6.11: Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
- SS.912.A.6.12: Examine causes, course, and consequences of the Korean War.
- SS.912.A.6.13: Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- SS.912.A.6.14: Analyze causes, course, and consequences of the Vietnam War.
- SS.912.A.6.15: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.7.1: Identify causes for Post-World War II prosperity and its effects on American society.
- SS.912.A.7.2: Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
- SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.
- SS.912.A.7.4: Evaluate the success of 1960s era presidents' foreign and domestic policies.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.10: Analyze the significance of Vietnam and Watergate on the government and people of the United States.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.13: Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
- SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.A.7.15: Analyze the effects of foreign and domestic terrorism on the American people.
- SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.
- SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

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- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.H.1.1: Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
- SS.912.H.1.3: Relate works in the arts to various cultures.
- SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- HE.912.C.2.4 Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

General Information

Course Number:	2105355
Course Title:	Philosophy Honors: Ethics
Course Abbreviated Title:	PHILOS HON ETHICS
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Philosophy and Religion»
Number of Credits:	1.0
Course Length:	Year
Course Level:	3
Status:	SBE Approval Pending
General Notes:	The learner, building on the foundations of Philosophy Honors as a prerequisite, will explore, understand, and apply the important ethical theories in philosophy to present day issues, and will focus on the ethical theories of the great thinkers, from the ancient era through the modern era, with the purpose of providing the students with the tools necessary to analyze, critique and evaluate current issues and to formulate a personal value system with which to evaluate any present day issue. Special emphasis will be on character education.

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

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

Special Notes: **Instructional Practices**

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

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

RELATED BENCHMARKS:

LAFS.910.RH.1

Key Ideas and Details

LAFS.910.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2

Craft and Structure

LAFS.910.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3:

Integration of Knowledge and Ideas

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- LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.
- LAFS.910.RH.4: Range of Reading and Level of Text Complexity**
- LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
- LAFS.910.WHST.1 Text Types and Purposes**
- LAFS.910.WHST.1.1: Write arguments focused on discipline-specific content.
- LAFS.910.WHST.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- LAFS.910.WHST.1.1b: Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- LAFS.910.WHST.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- LAFS.910.WHST.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- LAFS.910.WHST.1.1e: Provide a concluding statement or section that follows from or supports the argument presented.
- LAFS.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- LAFS.910.WHST.1.2a: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- LAFS.910.WHST.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- LAFS.910.WHST.1.2c: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- LAFS.910.WHST.1.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- LAFS.910.WHST.1.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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- LAFS.910.WHST.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- LAFS.910.WHST.2: Production and Distribution of Writing**
- LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- LAFS.910.WHST.2.6: 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.
- LAFS.910.WHST.3: Research to Build and Present Knowledge**
- LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LAFS.910.WHST.4: Range of Writing**
- LAFS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- LAFS.910.SL.1 Comprehension and Collaboration**
- 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.
- LAFS.910.SL.1.1a: 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.
- LAFS.910.SL.1.1b: 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.
- LAFS.910.SL.1.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

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	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.C.1.1	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5	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.
SS.912.C.2.1	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.

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SS.912.C.2.2	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.4	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.6	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7	Explain why rights have limits and are not absolute.
SS.912.C.2.8	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.9	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
SS.912.C.2.10	Monitor current public issues in Florida.
SS.912.C.2.11	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.12	Explain the changing roles of television, radio, press, and Internet in political communication.
SS.912.C.2.13	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
SS.912.C.2.14	Evaluate the processes and results of an election at the state or federal level.
SS.912.C.2.15	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.1	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.2	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.10	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.11	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.13	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.14	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.1	Explain how the world's nations are governed differently.
SS.912.C.4.2	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3	Assess human rights policies of the United States and other countries.
SS.912.H.1.4	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.2.3	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

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SS.912.H.2.4	Examine the effects that works in the arts have on groups, individuals, and cultures.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6	Evaluate the role of history in shaping identity and character.
SS.912.W.2.12	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.16	Trace the growth and development of national identity in England, France, and Spain.
SS.912.W.2.17	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.3.1	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.5	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.4.5	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.7	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.9	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation. Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.10	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.14	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.5.2	Identify major causes of the Enlightenment.
SS.912.W.5.3	Summarize the major ideas of Enlightenment philosophers.

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SS.912.W.5.5	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.6.3	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.6	Analyze the causes and effects of imperialism.
SS.912.W.7.10	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
SS.912.W.8.6	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.8	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.3	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.7	Describe the impact of and global response to international terrorism.
SS.912.G.1.1	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.A.3.10	Review different economic and philosophic ideologies.
SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
HE.912.C.2.7	Analyze how culture supports and challenges health beliefs, practices, and behaviors.

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GENERAL INFORMATION

Course Number:	2100320
Course Title:	United States History Honors
Course Abbreviated Title:	US HIST HON
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: American and Western Hemispheric Histories »
Number of Credits:	One credit (1)
Course Length:	Year
Course Level:	3
Status:	State Board Approval Pending
Graduation Requirements:	American History (AH)
General Notes:	United States History (U.S. History) 9-12 Course – The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

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

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

Special Notes:	Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material <u>from all time periods</u> on the following topics: <ul style="list-style-type: none">• Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies• The Gathering and Interactions of Peoples, Cultures, and Ideas• Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
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- The Changing Role of America in the World

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

Instructional Practices:

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

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

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.1112.RH.1

Key Ideas and Details

LAFS.1112.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3:

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2

Craft and Structure

LAFS.1112.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.)

LAFS.1112.RH.2.5:

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.6:

Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3:

Integration of Knowledge and Ideas

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LAFS.1112.RH.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
LAFS.1112.RH.3.8:	Evaluate an authors' premises, claims, and evidence, by corroborating or challenging them with other information.
LAFS.1112.RH.3.9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LAFS.1112.RH.4:	Range of Reading and Level of Text Complexity
LAFS.1112.RH.4.10:	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.WHST.1	Text Types and Purposes
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.1112.WHST.1.1a:	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LAFS.1112.WHST.1.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LAFS.1112.WHST.1.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.1112.WHST.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.1112.WHST.1.1e	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.1112.WHST.1.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.1112.WHST.1.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.1112.WHST.1.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LAFS.1112.WHST.1.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2:	Production and Distribution of Writing

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LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3:	Research to Build and Present Knowledge
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4:	Range of Writing
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.1112.SL.1	Comprehension and Collaboration
LAFS.1112.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 <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1a	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.
LAFS.1112.SL.1.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
LAFS.1112.SL.1.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LAFS.1112.SL.1.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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LAFS.1112.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2	Presentation of Knowledge and Ideas
LAFS.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.3:	Describe the issues that divided Republicans during the early Reconstruction era.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.2.7:	Review the Native American experience.
SS.912.A.3.1:	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

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- SS.912.A.3.3: Compare the first and second Industrial Revolutions in the United States.
- SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
- SS.912.A.3.5: Identify significant inventors of the Industrial Revolution including African Americans and women.
- SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
- SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
- SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.A.3.9: Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
- SS.912.A.3.10: Review different economic and philosophic ideologies.
- SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.4.1: Analyze the major factors that drove United States imperialism.
- SS.912.A.4.2: Explain the motives of the United States acquisition of the territories.
- SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War.
- SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
- SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
- SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.1: Discuss the economic outcomes of demobilization.

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- SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.
- SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
- SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.
- SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.
- SS.912.A.6.1: Examine causes, course, and consequences of World War II on the United States and the world.
- SS.912.A.6.2: Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
- SS.912.A.6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
- SS.912.A.6.4: Examine efforts to expand or contract rights for various populations during World War II.
- SS.912.A.6.5: Explain the impact of World War II on domestic government policy.
- SS.912.A.6.6: Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
- SS.912.A.6.7: Describe the attempts to promote international justice through the Nuremberg Trials.
- SS.912.A.6.8: Analyze the effects of the Red Scare on domestic United States policy.
- SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.6.10: Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
- SS.912.A.6.11: Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
- SS.912.A.6.12: Examine causes, course, and consequences of the Korean War.
- SS.912.A.6.13: Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- SS.912.A.6.14: Analyze causes, course, and consequences of the Vietnam War.

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GENERAL INFORMATION

Course Number:	2100340
Course Title:	African-American History
Course Abbreviated Title:	AFRICAN-AMER HIST
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: American and Western Hemispheric Histories»
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	2
Status:	SBE Approval Pending
General Notes:	African-American History – The grade 9-12 African-American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

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

Instructional Practices

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

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

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.910.RH.1

Key Ideas and Details

LAFS.910.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2

Craft and Structure

LAFS.910.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3:

Integration of Knowledge and Ideas

LAFS.910.RH.3.7:

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.RH.4:

Range of Reading and Level of Text Complexity

LAFS.910.RH.4.10:

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

LAFS.910.WHST.1

Text Types and Purposes

LAFS.910.WHST.1.1:

Write arguments focused on discipline-specific content.

LAFS.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LAFS.910.WHST.1.1b:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

LAFS.910.WHST.1.1c:

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LAFS.910.WHST.1.1d:

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LAFS.910.WHST.1.1e:

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

LAFS.910.WHST.1.2:

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

LAFS.910.WHST.1.2a:

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LAFS.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration
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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.

LAFS.910.SL.1.1c	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.
LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.

- SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.
- SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.C.2.9	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
SS.912.C.3.10	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.2.3	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2100350
Course Title:	Florida History
Course Abbreviated Title:	FLORIDA HIST
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: American and Western Hemispheric Histories»
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	2
Status:	SBE Approval Pending
General Notes:	<p>Florida History - The grade 9-12 Florida History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood and an analysis of Florida's first constitution, Florida's system of slavery, Florida under the Confederacy and Reconstruction, Florida's role as a part of the new South, technological and urban transformations of the state, the evolution of Florida lifestyles and ideals over the centuries, the historic evolution of the Florida economy, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development.</p> <p>Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p>

Instructional Practices

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

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.910.RH.1	Key Ideas and Details
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2	Craft and Structure
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3:	Integration of Knowledge and Ideas
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4:	Range of Reading and Level of Text Complexity
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.WHST.1	Text Types and Purposes
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration

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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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.
LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.

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- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.2.1: Review causes and consequences of the Civil War.
- SS.912.A.2.2: Assess the influence of significant people or groups on Reconstruction.
- SS.912.A.2.5: Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- SS.912.A.2.6: Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
- SS.912.A.2.7: Review the Native American experience.
- SS.912.A.3.1: Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
- SS.912.A.3.2: Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
- SS.912.A.3.3: Compare the first and second Industrial Revolutions in the United States.
- SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
- SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
- SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

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- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.2.4: Use geographic terms and tools to analyze case studies of how selected regions change over time.
- SS.912.G.2.5: Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region.
- SS.912.G.3.1: Use geographic terms to locate and describe major ecosystems of Earth.
- SS.912.G.3.2: Use geographic terms and tools to explain how weather and climate influence the natural character of a place.
- SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
- SS.912.G.3.4: Use geographic terms and tools to explain how the Earth's internal changes and external changes influence the character of places.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.
- SS.912.G.4.6: Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.
- SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
- SS.912.G.4.8: Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.
- SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2: Compare time measurement systems used by different cultures.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
- SS.912.W.4.12: Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
- SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

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SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
SS.912.C.2.10:	Monitor current public issues in Florida.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.3.10:	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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- SS.912.A.6.15: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.7.1: Identify causes for Post-World War II prosperity and its effects on American society.
- SS.912.A.7.2: Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
- SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.
- SS.912.A.7.4: Evaluate the success of 1960s era presidents' foreign and domestic policies.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.10: Analyze the significance of Vietnam and Watergate on the government and people of the United States.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.13: Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
- SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.A.7.15: Analyze the effects of foreign and domestic terrorism on the American people.
- SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.
- SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.H.1.1: Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

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SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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GENERAL INFORMATION

Course Number:	2100390
Course Title:	Visions and Countervisions: Europe, the U.S. and the World from 1848
Course Abbreviated Title:	VISIONS & COUNTERVIS
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: American and Western Hemispheric Histories»
Number of Credits:	One credit (1)
Course Length:	Year
Course Level:	2
Status:	SBE Approval Pending
Graduation Requirements:	American History (AH)
General Notes:	Visions and Countervisions: Europe, the U.S. and the World from 1848 - The grade 9-12 Visions and Countervisions course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of major concepts and trends evidenced in the United States, Europe, and the world from 1848 to the present. Content should include, but is not limited to, the visions of revolution, nationalism, and imperialism evidenced in European history from 1848 to 1918, international politics from 1918 to 1945 emphasizing post-war Europe, cultural identities following nationalist and independent movements, the development and rise of communism, domestic issues affecting the United States from 1880 to the present, and the United States economic, political, and social policies and their effects on the world from 1898 to the present.

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

Instructional Practices

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

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.1112.RH.1	Key Ideas and Details
LAFS.1112.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.RH.1.3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LAFS.1112.RH.2	Craft and Structure
LAFS.1112.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.)
LAFS.1112.RH.2.5:	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LAFS.1112.RH.2.6:	Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LAFS.1112.RH.3:	Integration of Knowledge and Ideas
LAFS.1112.RH.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
LAFS.1112.RH.3.8:	Evaluate an authors' premises, claims, and evidence, by corroborating or challenging them with other information.
LAFS.1112.RH.3.9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LAFS.1112.RH.4:	Range of Reading and Level of Text Complexity
LAFS.1112.RH.4.10:	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.WHST.1	Text Types and Purposes
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.1112.WHST.1.1a:	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LAFS.1112.WHST.1.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

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LAFS.1112.WHST.1.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.1112.WHST.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.1112.WHST.1.1e	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.1112.WHST.1.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.1112.WHST.1.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.1112.WHST.1.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LAFS.1112.WHST.1.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2:	Production and Distribution of Writing
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3:	Research to Build and Present Knowledge
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4:	Range of Writing

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LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.1112.SL.1	Comprehension and Collaboration
LAFS.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1a	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.
LAFS.1112.SL.1.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
LAFS.1112.SL.1.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LAFS.1112.SL.1.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2	Presentation of Knowledge and Ideas
LAFS.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

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- SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.2.1: Review causes and consequences of the Civil War.
- SS.912.A.2.2: Assess the influence of significant people or groups on Reconstruction.
- SS.912.A.2.3: Describe the issues that divided Republicans during the early Reconstruction era.
- SS.912.A.2.4: Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
- SS.912.A.2.5: Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- SS.912.A.2.6: Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
- SS.912.A.2.7: Review the Native American experience.
- SS.912.A.3.1: Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
- SS.912.A.3.2: Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
- SS.912.A.3.3: Compare the first and second Industrial Revolutions in the United States.
- SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
- SS.912.A.3.5: Identify significant inventors of the Industrial Revolution including African Americans and women.
- SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
- SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
- SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.A.3.9: Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
- SS.912.A.3.10: Review different economic and philosophic ideologies.
- SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.4.1: Analyze the major factors that drove United States imperialism.
- SS.912.A.4.2: Explain the motives of the United States acquisition of the territories.

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- SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War.
- SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
- SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
- SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.1: Discuss the economic outcomes of demobilization.
- SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.
- SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
- SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.
- SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.
- SS.912.A.6.1: Examine causes, course, and consequences of World War II on the United States and the world.
- SS.912.A.6.2: Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
- SS.912.A.6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

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- SS.912.A.6.4: Examine efforts to expand or contract rights for various populations during World War II.
- SS.912.A.6.5: Explain the impact of World War II on domestic government policy.
- SS.912.A.6.6: Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
- SS.912.A.6.7: Describe the attempts to promote international justice through the Nuremberg Trials.
- SS.912.A.6.8: Analyze the effects of the Red Scare on domestic United States policy.
- SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.6.10: Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
- SS.912.A.6.11: Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
- SS.912.A.6.12: Examine causes, course, and consequences of the Korean War.
- SS.912.A.6.13: Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- SS.912.A.6.14: Analyze causes, course, and consequences of the Vietnam War.
- SS.912.A.6.15: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.7.1: Identify causes for Post-World War II prosperity and its effects on American society.
- SS.912.A.7.2: Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
- SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.
- SS.912.A.7.4: Evaluate the success of 1960s era presidents' foreign and domestic policies.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.10: Analyze the significance of Vietnam and Watergate on the government and people of the United States.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.13: Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
- SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

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SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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GENERAL INFORMATION

Course Number:	2100360
Course Title:	Latin American History
Course Abbreviated Title:	LATIN AMER HIST
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: American and Western Hemispheric Histories»
Number of Credits:	1.0
Course Length:	Year
Course Level:	2
Status:	SBE Approval Pending
General Notes:	Latin American History - The grade 9-12 Latin American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the Latin American people by examining the history and culture of the region with emphasis on the Caribbean Basin, Central America and South America. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Latin America including, but not limited to, indigenous Native American population prior to the arrival of the Europeans, Spanish heritage, influence and impact of the Catholic Church on Latin American cultures, evolution of political systems and philosophies in Latin American societies, interaction of science and Latin American cultures, Latin American nationalism, origin and course of economic systems and philosophies in Latin American societies, influence of major historical figures and events in Latin American history, and contemporary Latin American affairs.

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

Instructional Practices

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

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

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

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.910.RH.1

Key Ideas and Details

LAFS.910.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2

Craft and Structure

LAFS.910.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3:

Integration of Knowledge and Ideas

LAFS.910.RH.3.7:

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.RH.4:

Range of Reading and Level of Text Complexity

LAFS.910.RH.4.10:

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

LAFS.910.WHST.1

Text Types and Purposes

LAFS.910.WHST.1.1:

Write arguments focused on discipline-specific content.

LAFS.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LAFS.910.WHST.1.1b:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

LAFS.910.WHST.1.1c:

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LAFS.910.WHST.1.1d:

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration

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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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.
LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6	Use case studies to explore social, political, legal, and economic relationships in history.

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SS.912.A.1.7	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.7	Review the Native American experience.
SS.912.A.4.3	Examine causes, course, and consequences of the Spanish American War.
SS.912.A.4.4	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
SS.912.A.7.11	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.14	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.C.4.3	Assess human rights policies of the United States and other countries.
SS.912.C.4.4	Compare indicators of democratization in multiple countries.
SS.912.E.3.1	Demonstrate the impact of inflation on world economies.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.

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SS.912.W.3.15	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.17	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.18	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.19	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.11	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.7	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
SS.912.W.6.4	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.8.4	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.7	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.9.4	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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GENERAL INFORMATION

Course Number:	2100370
Course Title:	Eastern and Western Heritage
Course Abbreviated Title:	EAST & WEST HERITAGE
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: American and Western Hemispheric Histories»
Number of Credits:	One credit (1)
Course Length:	Year
Course Level:	2
Status:	SBE Approval Pending
General Notes:	Eastern and Western Heritage - The grade 9-12 Eastern and Western Heritage course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the world’s earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Content will include, but is not limited to, the birth of civilizations throughout the world, including the origins of societies from Mesopotamia, Africa, China, India, and Mesoamerica from the perspective of cultural geography, growth, dissemination, and decline of four classic civilizations of India, China, Greece, and Rome, the role of isolation and interaction in the development of the Byzantine Empire, African and Mesoamerican civilizations, India, China, Japan, and Europe, and the emergence of social, political, economic, and religious institutions and ideas.

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

Instructional Practices

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

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.910.RH.1	Key Ideas and Details
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2	Craft and Structure
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3:	Integration of Knowledge and Ideas
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4:	Range of Reading and Level of Text Complexity
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.WHST.1	Text Types and Purposes
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.

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LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration
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.

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LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.
LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

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SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.1	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
SS.912.W.2.4	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5	Explain the contributions of the Byzantine Empire.
SS.912.W.2.6	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent.
SS.912.W.2.9	Analyze the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.

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SS.912.W.2.11	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15	Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.16	Trace the growth and development of national identity in England, France, and Spain.
SS.912.W.2.17	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.18	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.19	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.21	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.6	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.7	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.8	Identify important figures associated with the Crusades.
SS.912.W.3.9	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.10	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.11	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.12	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.13	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.3.15	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.17	Describe the roles of people in the Maya, Inca, and Aztec societies.

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GENERAL INFORMATION

Course Number:	2100380
Course Title:	Visions and Their Pursuits:An American Tradition-U.S.History to 1920
Course Abbreviated Title:	VISIONS & PURSUITS
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: American and Western Hemispheric Histories»
Number of Credits:	One credit (1)
Course Length:	Year
Course Level:	2
Status:	SBE Approval Pending
General Notes:	Visions and Their Pursuits: An American Tradition-U.S.History to 1920 - The grade 9-12 Visions and Their Pursuits course consists of the following content area strands: World History, American History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of the United States during the period of European exploration through World War I and the collective vision of historical time periods. Content will include, but is not limited to, the foundation and early development of the United States as organized by the visions of those who participated in the revolutions leading to the establishment and early success of the United States, the political, social, cultural, intellectual, and technological revolutions of the United States, the structure and function of political divisions, the organization of the federal government as outlined in the U.S. Constitution, the impact of economic, social, and political changes on traditional American values, reactions to changes, and growth of sectionalism, the failure of previous visions, and the emergence of an industrial, urban and pluralistic society that demands new visions to carry the nation forward.

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

Instructional Practices

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

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.910.RH.1	Key Ideas and Details
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2	Craft and Structure
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3:	Integration of Knowledge and Ideas
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4:	Range of Reading and Level of Text Complexity
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.WHST.1	Text Types and Purposes
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration

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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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.
LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.

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- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.2.1: Review causes and consequences of the Civil War.
- SS.912.A.2.2: Assess the influence of significant people or groups on Reconstruction.
- SS.912.A.2.3: Describe the issues that divided Republicans during the early Reconstruction era.
- SS.912.A.2.4: Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
- SS.912.A.2.5: Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- SS.912.A.2.6: Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
- SS.912.A.2.7: Review the Native American experience.
- SS.912.A.3.2: Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
- SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
- SS.912.A.3.5: Identify significant inventors of the Industrial Revolution including African Americans and women.
- SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
- SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
- SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.A.3.9: Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
- SS.912.A.3.10: Review different economic and philosophic ideologies.
- SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.4.1: Analyze the major factors that drove United States imperialism.
- SS.912.A.4.2: Explain the motives of the United States acquisition of the territories.
- SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War.
- SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
- SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

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- SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.1: Discuss the economic outcomes of demobilization.
- SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.
- SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
- SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.
- SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.
- SS.912.C.1.1: Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
- SS.912.C.1.2: Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
- SS.912.C.1.3: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- SS.912.C.1.4: Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
- SS.912.C.1.3: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

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- SS.912.C.1.5: 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.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
- SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2: Compare time measurement systems used by different cultures.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
- SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.

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GENERAL INFORMATION

Course Number:	2100400
Course Title:	The History of the Vietnam War
Course Abbreviated Title:	HIST OF VIETNAM WAR
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: American and Western Hemispheric Histories »
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	2
Status:	SBE Approval Pending
General Notes:	The History of Vietnam – The grade 9-12 The History of Vietnam course consists of the following content area strands: United States History, World History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the war including, but not limited to, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States homefront, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the resulting impact of the conflict.

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

Instructional Practices

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

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.910.RH.1	Key Ideas and Details
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2	Craft and Structure
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3:	Integration of Knowledge and Ideas
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4:	Range of Reading and Level of Text Complexity
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.WHST.1	Text Types and Purposes
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.

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LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration
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.

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LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.
LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

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- SS.912.A.6.11: Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
- SS.912.A.6.13: Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- SS.912.A.6.14: Analyze causes, course, and consequences of the Vietnam War.
- SS.912.A.6.15: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.7.1: Identify causes for Post-World War II prosperity and its effects on American society.
- SS.912.A.7.2: Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
- SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.
- SS.912.A.7.4: Evaluate the success of 1960s era presidents' foreign and domestic policies.
- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.10: Analyze the significance of Vietnam and Watergate on the government and people of the United States.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.
- SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.
- SS.912.G.5.3: Analyze case studies of the effects of human use of technology on the environment of places.
- SS.912.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.

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SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2100470
Course Title:	Visions and Their Pursuits: An American Tradition-U.S. History to 1920 Honors
Course Abbreviated Title:	VISIONS & PURSUITS HON
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: American and Western Hemispheric Histories»
Number of Credits:	One credit (1)
Course Length:	Year
Course Level:	3
Status:	SBE Approval Pending
General Notes:	<p>Visions and Their Pursuits: An American Tradition-U.S. History to 1920 - The grade 9-12 Visions and Their Pursuits course consists of the following content area strands: World History, American History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of the United States during the period of European exploration through World War I and the collective vision of historical time periods. Content will include, but is not limited to, the foundation and early development of the United States as organized by the visions of those who participated in the revolutions leading to the establishment and early success of the United States, the political, social, cultural, intellectual, and technological revolutions of the United States, the structure and function of political divisions, the organization of the federal government as outlined in the U.S. Constitution, the impact of economic, social, and political changes on traditional American values, reactions to changes, and growth of sectionalism, the failure of previous visions, and the emergence of an industrial, urban and pluralistic society that demands new visions to carry the nation forward.</p> <p>Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).</p> <p>Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p>

Instructional Practices

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

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

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.910.RH.1

Key Ideas and Details

LAFS.910.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2

Craft and Structure

LAFS.910.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3:

Integration of Knowledge and Ideas

LAFS.910.RH.3.7:

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.RH.4:

Range of Reading and Level of Text Complexity

LAFS.910.RH.4.10:

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

LAFS.910.WHST.1

Text Types and Purposes

LAFS.910.WHST.1.1:

Write arguments focused on discipline-specific content.

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LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration
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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.
LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

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- SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
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- SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
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- SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.4.1: Analyze the major factors that drove United States imperialism.

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- SS.912.A.4.2: Explain the motives of the United States acquisition of the territories.
- SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War.
- SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
- SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
- SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.1: Discuss the economic outcomes of demobilization.
- SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.
- SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
- SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.
- SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.
- SS.912.C.1.1: Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
- SS.912.C.1.2: Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.

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- SS.912.C.1.3: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- SS.912.C.1.4: Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
- SS.912.C.1.3: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- SS.912.C.1.5: 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.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
- SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

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SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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GENERAL INFORMATION

Course Number:	2100480
Course Title:	Visions and Countervisions: Europe,the U.S. and the World Honors
Course Abbreviated Title:	VISIONS/ COUNTER HON
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: American and Western Hemispheric Histories»
Number of Credits:	One credit (1)
Course Length:	Year
Course Level:	3
Status:	SBE Approval Pending
Graduation Requirements:	American History (AH)
General Notes:	Visions and Countervisions: Europe,the U.S. and the World from 1848 - The grade 9-12 Visions and Countervisions course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of major concepts and trends evidenced in the United States, Europe, and the world from 1848 to the present. Content should include, but is not limited to, the visions of revolution, nationalism, and imperialism evidenced in European history from 1848 to 1918, international politics from 1918 to 1945 emphasizing post-war Europe, cultural identities following nationalist and independent movements, the development and rise of communism, domestic issues affecting the United States from 1880 to the present, and the United States economic, political, and social policies and their effects on the world from 1898 to the present.

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

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

Instructional Practices

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

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

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.1112.RH.1

Key Ideas and Details

LAFS.1112.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3:

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2

Craft and Structure

LAFS.1112.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.)

LAFS.1112.RH.2.5:

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.6:

Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3:

Integration of Knowledge and Ideas

LAFS.1112.RH.3.7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8:

Evaluate an authors' premises, claims, and evidence, by corroborating or challenging them with other information.

LAFS.1112.RH.3.9:

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LAFS.1112.RH.4:

Range of Reading and Level of Text Complexity

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LAFS.1112.RH.4.10:	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.WHST.1	Text Types and Purposes
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.1112.WHST.1.1a:	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LAFS.1112.WHST.1.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
LAFS.1112.WHST.1.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.1112.WHST.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.1112.WHST.1.1e	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.1112.WHST.1.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.1112.WHST.1.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LAFS.1112.WHST.1.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LAFS.1112.WHST.1.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2:	Production and Distribution of Writing
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3:	Research to Build and Present Knowledge

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LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4:	Range of Writing
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.1112.SL.1	Comprehension and Collaboration
LAFS.1112.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 <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
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LAFS.1112.SL.1.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LAFS.1112.SL.1.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2	Presentation of Knowledge and Ideas
LAFS.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
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MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.

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MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
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SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
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SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
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SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.2.7:	Review the Native American experience.
SS.912.A.3.1:	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States.
SS.912.A.3.4:	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.
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SS.912.A.3.7:	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
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- SS.912.A.3.9: Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
- SS.912.A.3.10: Review different economic and philosophic ideologies.
- SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
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- SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War.
- SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
- SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
- SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.1: Discuss the economic outcomes of demobilization.
- SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.
- SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
- SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

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- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.
- SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.
- SS.912.A.6.1: Examine causes, course, and consequences of World War II on the United States and the world.
- SS.912.A.6.2: Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
- SS.912.A.6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
- SS.912.A.6.4: Examine efforts to expand or contract rights for various populations during World War II.
- SS.912.A.6.5: Explain the impact of World War II on domestic government policy.
- SS.912.A.6.6: Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
- SS.912.A.6.7: Describe the attempts to promote international justice through the Nuremberg Trials.
- SS.912.A.6.8: Analyze the effects of the Red Scare on domestic United States policy.
- SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.6.10: Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
- SS.912.A.6.11: Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
- SS.912.A.6.12: Examine causes, course, and consequences of the Korean War.
- SS.912.A.6.13: Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- SS.912.A.6.14: Analyze causes, course, and consequences of the Vietnam War.
- SS.912.A.6.15: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.7.1: Identify causes for Post-World War II prosperity and its effects on American society.
- SS.912.A.7.2: Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
- SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.
- SS.912.A.7.4: Evaluate the success of 1960s era presidents' foreign and domestic policies.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

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- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.10: Analyze the significance of Vietnam and Watergate on the government and people of the United States.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.13: Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
- SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.A.7.15: Analyze the effects of foreign and domestic terrorism on the American people.
- SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.
- SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.
- SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
- SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2: Compare time measurement systems used by different cultures.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.

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SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.4.11	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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GENERAL INFORMATION

Course Number:	2101300
Course Title:	Anthropology
Course Abbreviated Title:	ANTHROP
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Anthropology»
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	2
Status:	SBE Approval Pending
General Notes:	Anthropology – The grade 9-12 Anthropology course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

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

Instructional Practices

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

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

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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).

RELATED BENCHMARKS:

Scheme

LAFS.910.RH.1

LAFS.910.RH.1.1

LAFS.910.RH.1.2

LAFS.910.RH.1.3

LAFS.910.RH.2

LAFS.910.RH.2.4:

LAFS.910.RH.2.5:

LAFS.910.RH.2.6:

LAFS.910.RH.3

LAFS.910.RH.3.7:

LAFS.910.RH.3.8:

LAFS.910.RH.3.9:

Descriptor

Key Ideas and Details

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

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LAFS.910.RH.4:	Range of Reading and Level of Text Complexity
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.WHST.1	Text Types and Purposes
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.2	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration
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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.
LAFS.910.SL.1.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and

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	understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.

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SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.

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SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.10:	Monitor current public issues in Florida.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
HE.912.C.2.7	Analyze how culture supports and challenges health beliefs, practices, and behaviors.

GENERAL INFORMATION

Course Number:	2102310
Course Title:	Economics
Course Abbreviated Title:	ECON
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Economics »
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	2
Status:	Pending State Board Approval
Graduation Requirements:	Economics (EC)
General Notes:	Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

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

Special Notes:

Instructional Practices

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

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

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RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.1112.RH.1

Key Ideas and Details

LAFS.1112.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3:

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2

Craft and Structure

LAFS.1112.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.)

LAFS.1112.RH.2.5:

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.6:

Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3:

Integration of Knowledge and Ideas

LAFS.1112.RH.3.7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8:

Evaluate an authors' premises, claims, and evidence, by corroborating or challenging them with other information.

LAFS.1112.RH.3.9:

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LAFS.1112.RH.4:

Range of Reading and Level of Text Complexity

LAFS.1112.RH.4.10:

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.WHST.1

Text Types and Purposes

LAFS.1112.WHST.1.1:

Write arguments focused on discipline-specific content.

LAFS.1112.WHST.1.1a:

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

LAFS.1112.WHST.1.1b

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

LAFS.1112.WHST.1.1c

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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LAFS.1112.WHST.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.1112.WHST.1.1e	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.1112.WHST.1.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.1112.WHST.1.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LAFS.1112.WHST.1.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LAFS.1112.WHST.1.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2:	Production and Distribution of Writing
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3:	Research to Build and Present Knowledge
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4:	Range of Writing
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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LAFS.1112.SL.1

LAFS.1112.SL.1.1

Comprehension and Collaboration

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 *topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.1112.SL.1.1a

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.

LAFS.1112.SL.1.1b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LAFS.1112.SL.1.1c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LAFS.1112.SL.1.1d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.SL.1.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.2

LAFS.1112.SL.2.4

Presentation of Knowledge and Ideas

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

MAFS.K12.MP

MAFS.K12.MP.1

Mathematical Practices

Make sense of problems and persevere in solving them.

MAFS.K12.MP.3

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.5

Use appropriate tools strategically.

MAFS.K12.MP.6

Attend to precision.

MAFS.912.N-Q.1**Reason quantitatively and use units to solve problems****MAFS.912.S-ID****Interpreting Categorical and Quantitative Data**

MAFS.912.S-ID.1:

Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC**Making Inferences and Justifying Conclusions**

MAFS.912.S-IC.2:

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

SS.912.E.1.1:

Identify the factors of production and why they are necessary for the production of goods and services.

SS.912.E.1.2:

Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.

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- SS.912.E.1.3: Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
- SS.912.E.1.4: Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
- SS.912.E.1.5: Compare different forms of business organizations.
- SS.912.E.1.6: Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
- SS.912.E.1.7: Graph and explain how firms determine price and output through marginal cost analysis.
- SS.912.E.1.8: Explain ways firms engage in price and non-price competition.
- SS.912.E.1.9: Describe how the earnings of workers are determined.
- SS.912.E.1.10: Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
- SS.912.E.1.11: Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
- SS.912.E.1.12: Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
- SS.912.E.1.13: Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
- SS.912.E.1.14: Compare credit, savings, and investment services available to the consumer from financial institutions.
- SS.912.E.1.15: Describe the risk and return profiles of various investment vehicles and the importance of diversification.
- SS.912.E.1.16: Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
- SS.912.E.2.1: Identify and explain broad economic goals.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
- SS.912.E.2.4: Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
- SS.912.E.2.5: Analyze how capital investments may impact productivity and economic growth.
- SS.912.E.2.6: Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
- SS.912.E.2.7: Identify the impact of inflation on society.
- SS.912.E.2.8: Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
- SS.912.E.2.9: Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
- SS.912.E.2.10: Describe the organization and functions of the Federal Reserve System.

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GENERAL INFORMATION

Course Number:	2102315
Course Title:	Economics for Credit Recovery
Course Abbreviated Title:	ECON CR
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Economics »
Number of Credits:	Half credit (.5)
Course Length:	Varies
Course Level:	2
Status:	Pending State Board Approval
General Notes:	Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

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

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

Instructional Practices

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

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

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.1112.RH.1

Key Ideas and Details

LAFS.1112.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3:

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2

Craft and Structure

LAFS.1112.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.)

LAFS.1112.RH.2.5:

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.6:

Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3:

Integration of Knowledge and Ideas

LAFS.1112.RH.3.7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8:

Evaluate an authors' premises, claims, and evidence, by corroborating or challenging them with other information.

LAFS.1112.RH.3.9:

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LAFS.1112.RH.4:

Range of Reading and Level of Text Complexity

LAFS.1112.RH.4.10:

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.WHST.1

Text Types and Purposes

LAFS.1112.WHST.1.1:

Write arguments focused on discipline-specific content.

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LAFS.1112.WHST.1.1a:	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LAFS.1112.WHST.1.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LAFS.1112.WHST.1.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.1112.WHST.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.1112.WHST.1.1e	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.1112.WHST.1.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.1112.WHST.1.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.1112.WHST.1.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LAFS.1112.WHST.1.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2:	Production and Distribution of Writing
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3:	Research to Build and Present Knowledge
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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LAFS.1112.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4:	Range of Writing
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.1112.SL.1	Comprehension and Collaboration
LAFS.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1a	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.
LAFS.1112.SL.1.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
LAFS.1112.SL.1.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LAFS.1112.SL.1.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2	Presentation of Knowledge and Ideas
LAFS.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.

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MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.N-Q.1	Reason quantitatively and use units to solve problems
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and non-price competition.
SS.912.E.1.9:	Describe how the earnings of workers are determined.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
SS.912.E.2.1:	Identify and explain broad economic goals.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

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

SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
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HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2102315
Course Title:	Economics for Credit Recovery
Course Abbreviated Title:	ECON CR
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Economics »
Number of Credits:	Half credit (.5)
Course Length:	Varies
Course Level:	2
Status:	Pending State Board Approval
General Notes:	Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

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

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

Instructional Practices

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

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

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.1112.RH.1

Key Ideas and Details

LAFS.1112.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3:

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2

Craft and Structure

LAFS.1112.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.)

LAFS.1112.RH.2.5:

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.6:

Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3:

Integration of Knowledge and Ideas

LAFS.1112.RH.3.7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8:

Evaluate an authors' premises, claims, and evidence, by corroborating or challenging them with other information.

LAFS.1112.RH.3.9:

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LAFS.1112.RH.4:

Range of Reading and Level of Text Complexity

LAFS.1112.RH.4.10:

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.WHST.1

Text Types and Purposes

LAFS.1112.WHST.1.1:

Write arguments focused on discipline-specific content.

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LAFS.1112.WHST.1.1a:	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LAFS.1112.WHST.1.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LAFS.1112.WHST.1.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.1112.WHST.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.1112.WHST.1.1e	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.1112.WHST.1.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.1112.WHST.1.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.1112.WHST.1.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LAFS.1112.WHST.1.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2:	Production and Distribution of Writing
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3:	Research to Build and Present Knowledge
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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LAFS.1112.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4:	Range of Writing
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.1112.SL.1	Comprehension and Collaboration
LAFS.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1a	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.
LAFS.1112.SL.1.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
LAFS.1112.SL.1.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LAFS.1112.SL.1.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2	Presentation of Knowledge and Ideas
LAFS.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.

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MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.N-Q.1	Reason quantitatively and use units to solve problems
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and non-price competition.
SS.912.E.1.9:	Describe how the earnings of workers are determined.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
SS.912.E.2.1:	Identify and explain broad economic goals.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

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SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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GENERAL INFORMATION

Course Number:	2103300
Course Title:	World Cultural Geography
Course Abbreviated Title:	WORLD CLTRL GEOG
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Geography»
Number of Credits:	1.0
Course Length:	Year
Course Level:	2
Status:	SBE Approval Pending
General Notes:	World Cultural Geography – The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

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

Instructional Practices

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

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

RELATED BENCHMARKS:

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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LAFS.910.RH.1

LAFS.910.RH.1.1:

LAFS.910.RH.1.2:

LAFS.910.RH.1.3:

LAFS.910.RH.2

LAFS.910.RH.2.4:

LAFS.910.RH.2.5:

LAFS.910.RH.2.6:

LAFS.910.RH.3:

LAFS.910.RH.3.7:

LAFS.910.RH.3.8:

LAFS.910.RH.3.9:

LAFS.910.RH.4:

LAFS.910.RH.4.10:

LAFS.910.WHST.1

LAFS.910.WHST.1.1:

LAFS.910.WHST.1.1a:

LAFS.910.WHST.1.1b:

LAFS.910.WHST.1.1c:

LAFS.910.WHST.1.1d:

LAFS.910.WHST.1.1e:

LAFS.910.WHST.1.2:

LAFS.910.WHST.1.2a:

Key Ideas and Details

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Text Types and Purposes

Write arguments focused on discipline-specific content.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

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

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LAFS.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration
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.
LAFS.910.SL.1.1a	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.

LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.
LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.16:	Trace the growth and development of national identity in England, France, and Spain.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

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SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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GENERAL INFORMATION

Course Number:	2102390
Course Title:	The American Economic Experience: Scarcity and Choice Honors
Course Abbreviated Title:	AMER ECON EXP HON
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Economics »
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	3
Status:	Pending State Board Approval
Graduation Requirements:	Economics (EC)
General Notes:	<p>The American Economic Experience: Scarcity and Choice – The grade 9-12 The American Economic Experience: Scarcity and Choice consists of the following content area strands: American History, World History, Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of economics in the American system. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the development of a market economy, the American mixed-market system, the global market and economy, major economic theories, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, personal finance, financial and investment markets, and the business cycle.</p> <p>Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).</p> <p>Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p>Special Note: Students earning credit in this course may not earn credit in Economics (2102310), Economics Honors (2102320), or The American Economic Experience (2102380).</p>

Instructional Practices

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.1112.RH.1	Key Ideas and Details
LAFS.1112.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.RH.1.3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LAFS.1112.RH.2	Craft and Structure
LAFS.1112.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.)
LAFS.1112.RH.2.5:	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LAFS.1112.RH.2.6:	Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LAFS.1112.RH.3:	Integration of Knowledge and Ideas
LAFS.1112.RH.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
LAFS.1112.RH.3.8:	Evaluate an authors' premises, claims, and evidence, by corroborating or challenging them with other information.
LAFS.1112.RH.3.9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LAFS.1112.RH.4:	Range of Reading and Level of Text Complexity
LAFS.1112.RH.4.10:	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.WHST.1	Text Types and Purposes
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.1112.WHST.1.1a:	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

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LAFS.1112.WHST.1.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LAFS.1112.WHST.1.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.1112.WHST.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.1112.WHST.1.1e	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.1112.WHST.1.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.1112.WHST.1.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.1112.WHST.1.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LAFS.1112.WHST.1.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2:	Production and Distribution of Writing
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3:	Research to Build and Present Knowledge
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

GENERAL INFORMATION:

Course Number:	2102800
Course Title:	Florida's Preinternational Baccalaureate Comparative Economics
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	FL PRE-IB COMP ECONS
Course Length:	Semester
Course Level:	3
Course Credit:	0.5
Course Status:	Draft – State Board approval pending
Graduation Requirement:	Economics (EC)

Course Description:

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Common Core State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

Special Notes:

Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course". Source: What is meant by "the pre-IB"? Published 12/06/2010 Updated 05/23/2011

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

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Instructional Practices

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.910.RH.1	Key Ideas and Details
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2	Craft and Structure
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3:	Integration of Knowledge and Ideas
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4:	Range of Reading and Level of Text Complexity

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LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.WHST.1	Text Types and Purposes
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration
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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.
LAFS.910.SL.1.1d	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.

LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.N-Q.1	Reason quantitatively and use units to solve problems
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.E.1.1	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.10	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.2	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5	Compare different forms of business organizations.
SS.912.E.1.6	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.9	Describe how the earnings of workers are determined.
SS.912.E.2.1	Identify and explain broad economic goals.
SS.912.E.2.11	Assess the economic impact of negative and positive externalities on the local, state,

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- and national environment.
- SS.912.E.2.12 Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
- SS.912.E.2.2 Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.2.4 Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
- SS.912.E.2.5 Analyze how capital investments may impact productivity and economic growth.
- SS.912.E.2.6 Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
- SS.912.E.2.7 Identify the impact of inflation on society.
- SS.912.E.2.8 Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
- SS.912.E.2.9 Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
- SS.912.E.3.1 Demonstrate the impact of inflation on world economies.
- SS.912.E.3.2 Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
- SS.912.E.3.3 Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
- SS.912.E.3.4 Assess the economic impact of negative and positive externalities on the international environment.
- SS.912.E.3.5 Compare the current United States economy with other developed and developing nations.
- SS.912.E.3.6 Differentiate and draw conclusions about historical economic thought theorized by economists.
- HE.912.C.2.4 Evaluate how public health policies and government regulations can influence health promotion and disease prevention.**

LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4:	Range of Writing
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.1112.SL.1	Comprehension and Collaboration
LAFS.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1a	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.
LAFS.1112.SL.1.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
LAFS.1112.SL.1.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LAFS.1112.SL.1.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2	Presentation of Knowledge and Ideas
LAFS.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
MAFS.912.N-Q.1	Reason quantitatively and use units to solve problems
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

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SS.912.A.5.11:	Examine causes, course, and consequences of the Great Depression and the New Deal.
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition.
SS.912.E.1.9:	Describe how the earnings of workers are determined.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
SS.912.E.2.1:	Identify and explain broad economic goals.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).

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SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2102320
Course Title:	Economics Honors
Course Abbreviated Title:	ECON HON
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Economics »
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	3
Status:	Pending State Board Approval
Graduation Requirements:	Economics (EC)
General Notes:	Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

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

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

Special Notes:

Instructional Practices

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

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

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.1112.RH.1

Key Ideas and Details

LAFS.1112.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3:

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2

Craft and Structure

LAFS.1112.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.)

LAFS.1112.RH.2.5:

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.6:

Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3:

Integration of Knowledge and Ideas

LAFS.1112.RH.3.7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8:

Evaluate an authors' premises, claims, and evidence, by corroborating or challenging them with other information.

LAFS.1112.RH.3.9:

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LAFS.1112.RH.4:

Range of Reading and Level of Text Complexity

LAFS.1112.RH.4.10:

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.WHST.1

Text Types and Purposes

LAFS.1112.WHST.1.1:

Write arguments focused on discipline-specific content.

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LAFS.1112.WHST.1.1a:	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LAFS.1112.WHST.1.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LAFS.1112.WHST.1.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.1112.WHST.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.1112.WHST.1.1e	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.1112.WHST.1.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.1112.WHST.1.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.1112.WHST.1.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LAFS.1112.WHST.1.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2:	Production and Distribution of Writing
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3:	Research to Build and Present Knowledge
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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LAFS.1112.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4:	Range of Writing
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.1112.SL.1	Comprehension and Collaboration
LAFS.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1a	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.
LAFS.1112.SL.1.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
LAFS.1112.SL.1.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LAFS.1112.SL.1.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2	Presentation of Knowledge and Ideas
LAFS.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.

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MAFS.K12.MP.6	Attend to precision.
MAFS.912.N-Q.1	Reason quantitatively and use units to solve problems
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition.
SS.912.E.1.9:	Describe how the earnings of workers are determined.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
SS.912.E.2.1:	Identify and explain broad economic goals.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth.

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- SS.912.E.2.6: Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
- SS.912.E.2.7: Identify the impact of inflation on society.
- SS.912.E.2.8: Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
- SS.912.E.2.9: Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
- SS.912.E.2.10: Describe the organization and functions of the Federal Reserve System.
- SS.912.E.2.11: Assess the economic impact of negative and positive externalities on the local, state, and national environment.
- SS.912.E.2.12: Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
- SS.912.E.3.1: Demonstrate the impact of inflation on world economies.
- SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
- SS.912.E.3.3: Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
- SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.
- SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.
- SS.912.E.3.6: Differentiate and draw conclusions about historical economic thought theorized by economists.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
- SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.
- HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2102335
Course Title:	Economics with Financial Literacy
Course Abbreviated Title:	ECON FIN LIT
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Economics »
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	2
Status:	Pending State Board Approval
Graduation Requirements:	Economics (EC)
General Notes:	Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

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

Special Notes:

Instructional Practices

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

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

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

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.1112.RH.1

Key Ideas and Details

LAFS.1112.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3:

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2

Craft and Structure

LAFS.1112.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.)

LAFS.1112.RH.2.5:

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.6:

Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3:

Integration of Knowledge and Ideas

LAFS.1112.RH.3.7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8:

Evaluate an authors' premises, claims, and evidence, by corroborating or challenging them with other information.

LAFS.1112.RH.3.9:

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LAFS.1112.RH.4:

Range of Reading and Level of Text Complexity

LAFS.1112.RH.4.10:

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.WHST.1

Text Types and Purposes

LAFS.1112.WHST.1.1:

Write arguments focused on discipline-specific content.

LAFS.1112.WHST.1.1a:

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

LAFS.1112.WHST.1.1b

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

LAFS.1112.WHST.1.1c

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LAFS.1112.WHST.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.1112.WHST.1.1e	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.1112.WHST.1.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.1112.WHST.1.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.1112.WHST.1.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LAFS.1112.WHST.1.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2:	Production and Distribution of Writing
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3:	Research to Build and Present Knowledge
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4:	Range of Writing
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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LAFS.1112.SL.1

LAFS.1112.SL.1.1

Comprehension and Collaboration

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 *topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.1112.SL.1.1a

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.

LAFS.1112.SL.1.1b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LAFS.1112.SL.1.1c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LAFS.1112.SL.1.1d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.SL.1.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.2

LAFS.1112.SL.2.4

Presentation of Knowledge and Ideas

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

MAFS.K12.MP

MAFS.K12.MP.1

Mathematical Practices

Make sense of problems and persevere in solving them.

MAFS.K12.MP.3

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.5

Use appropriate tools strategically.

MAFS.K12.MP.6

Attend to precision.

MAFS.912.N-Q.1**Reason quantitatively and use units to solve problems****MAFS.912.S-ID****Interpreting Categorical and Quantitative Data**

MAFS.912.S-ID.1:

Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC**Making Inferences and Justifying Conclusions**

MAFS.912.S-IC.2:

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

SS.912.E.1.1:

Identify the factors of production and why they are necessary for the production of goods and services.

SS.912.E.1.2:

Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.

- SS.912.E.1.3: Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
- SS.912.E.1.4: Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
- SS.912.E.1.5: Compare different forms of business organizations.
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- SS.912.E.1.7: Graph and explain how firms determine price and output through marginal cost analysis.
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- SS.912.E.1.10: Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
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- SS.912.E.2.10: Describe the organization and functions of the Federal Reserve System.

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MA.912.F.4.2	Explain cash management strategies including debit accounts, checking accounts, and savings accounts.
MA.912.F.4.3	Calculate net worth.
MA.912.F.4.4	Establish a plan to pay off debt.
MA.912.F.4.5	Develop and apply a variety of strategies to use tax tables, and to determine, calculate, and complete yearly federal income tax.

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MA.912.F.4.6	Compare different insurance options and fees.
MA.912.F.4.7	Compare and contrast the role of insurance as a device to mitigate risk and calculate expenses of various options.
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MA.912.F.4.9	Calculate, compare, and contrast different types of retirement plans, including IRAs, ROTH accounts, and annuities.
MA.912.F.4.10	Analyze diversification in investments.
MA.912.F.4.11	Purchase stock with a set amount of money, and follow the process through gains, losses, and selling.
MA.912.F.4.12	Compare and contrast income from purchase of common stock, preferred stock, and bonds.
MA.912.F.4.13	Given current exchange rates be able to convert from one form of currency to another.
MA.912.F.4.14	Use data to compare historical rates of return on investments with investment claims to make informed decisions and identify potential fraud.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

SS.912.W.3.18	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.19	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.3	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.4	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.5	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.9	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.10	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.11	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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GENERAL INFORMATION

Course Number:	2102340
Course Title:	Economics with Financial Literacy for Credit Recovery
Course Abbreviated Title:	ECON FIN LIT CR
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Economics »
Number of Credits:	Half credit (.5)
Course Length:	Varies
Course Level:	2
Status:	Pending State Board Approval
Graduation Requirements:	
General Notes:	Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

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

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

Instructional Practices

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

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

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.1112.RH.1

Key Ideas and Details

LAFS.1112.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3:

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2

Craft and Structure

LAFS.1112.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.)

LAFS.1112.RH.2.5:

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.6:

Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3:

Integration of Knowledge and Ideas

LAFS.1112.RH.3.7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8:

Evaluate an authors' premises, claims, and evidence, by corroborating or challenging them with other information.

LAFS.1112.RH.3.9:

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LAFS.1112.RH.4:

Range of Reading and Level of Text Complexity

LAFS.1112.RH.4.10:

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.WHST.1

Text Types and Purposes

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LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.1112.WHST.1.1a:	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LAFS.1112.WHST.1.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
LAFS.1112.WHST.1.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.1112.WHST.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.1112.WHST.1.1e	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.1112.WHST.1.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.1112.WHST.1.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LAFS.1112.WHST.1.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LAFS.1112.WHST.1.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2:	Production and Distribution of Writing
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3:	Research to Build and Present Knowledge
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the

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LAFS.1112.WHST.3.8	inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.4: LAFS.1112.WHST.4.10:	Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.1112.SL.1 LAFS.1112.SL.1.1	Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 <i>topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1a	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.
LAFS.1112.SL.1.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
LAFS.1112.SL.1.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LAFS.1112.SL.1.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2 LAFS.1112.SL.2.4	Presentation of Knowledge and Ideas Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
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MA.912.F.4.11	Purchase stock with a set amount of money, and follow the process through gains, losses, and selling.
MA.912.F.4.12	Compare and contrast income from purchase of common stock, preferred stock, and bonds.
MA.912.F.4.13	Given current exchange rates be able to convert from one form of currency to another.
MA.912.F.4.14	Use data to compare historical rates of return on investments with investment claims to make informed decisions and identify potential fraud.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2102345
Course Title:	Economics with Financial Literacy Honors
Course Abbreviated Title:	ECON FIN LIT HON
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Economics »
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	3
Status:	Pending State Board Approval
Graduation Requirements:	Economics (EC)
General Notes:	Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

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

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

Special Notes:

Instructional Practices

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

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

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

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.1112.RH.1

Key Ideas and Details

LAFS.1112.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3:

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2

Craft and Structure

LAFS.1112.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.)

LAFS.1112.RH.2.5:

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.6:

Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3:

Integration of Knowledge and Ideas

LAFS.1112.RH.3.7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8:

Evaluate an authors' premises, claims, and evidence, by corroborating or challenging them with other information.

LAFS.1112.RH.3.9:

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LAFS.1112.RH.4:

Range of Reading and Level of Text Complexity

LAFS.1112.RH.4.10:

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.WHST.1

Text Types and Purposes

LAFS.1112.WHST.1.1:

Write arguments focused on discipline-specific content.

LAFS.1112.WHST.1.1a:

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

LAFS.1112.WHST.1.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LAFS.1112.WHST.1.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.1112.WHST.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.1112.WHST.1.1e	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.1112.WHST.1.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.1112.WHST.1.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.1112.WHST.1.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LAFS.1112.WHST.1.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2:	Production and Distribution of Writing
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3:	Research to Build and Present Knowledge
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4:	Range of Writing
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.1112.SL.1	Comprehension and Collaboration
LAFS.1112.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 <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1a	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.
LAFS.1112.SL.1.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
LAFS.1112.SL.1.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LAFS.1112.SL.1.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2	Presentation of Knowledge and Ideas
LAFS.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
MAFS.912.N-Q.1	Reason quantitatively and use units to solve problems
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

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- SS.912.E.1.1: Identify the factors of production and why they are necessary for the production of goods and services.
- SS.912.E.1.2: Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
- SS.912.E.1.3: Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
- SS.912.E.1.4: Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
- SS.912.E.1.5: Compare different forms of business organizations.
- SS.912.E.1.6: Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
- SS.912.E.1.7: Graph and explain how firms determine price and output through marginal cost analysis.
- SS.912.E.1.8: Explain ways firms engage in price and nonprice competition.
- SS.912.E.1.9: Describe how the earnings of workers are determined.
- SS.912.E.1.10: Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
- SS.912.E.1.11: Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
- SS.912.E.1.12: Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
- SS.912.E.1.13: Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
- SS.912.E.1.14: Compare credit, savings, and investment services available to the consumer from financial institutions.
- SS.912.E.1.15: Describe the risk and return profiles of various investment vehicles and the importance of diversification.
- SS.912.E.1.16: Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
- SS.912.E.2.1: Identify and explain broad economic goals.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
- SS.912.E.2.4: Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
- SS.912.E.2.5: Analyze how capital investments may impact productivity and economic growth.
- SS.912.E.2.6: Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
- SS.912.E.2.7: Identify the impact of inflation on society.
- SS.912.E.2.8: Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
- SS.912.E.2.9: Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
- SS.912.E.2.10: Describe the organization and functions of the Federal Reserve System.

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SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
MA.912.F.1.1	Explain the difference between simple and compound interest.
MA.912.F.3.2	Analyze credit scores and reports.
MA.912.F.3.3	Calculate the finance charges and total amount due on a credit card bill.
MA.912.F.3.4	Compare the advantages and disadvantages of deferred payments.
MA.912.F.3.5	Calculate deferred payments.
MA.912.F.3.6	Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees.
MA.912.F.3.9	Calculate the total amount to be paid over the life of a fixed rate loan.
MA.912.F.3.10	Calculate the effects on the monthly payment in the change of interest rate based on an adjustable rate mortgage.
MA.912.F.3.11	Calculate the final pay out amount for a balloon mortgage.
MA.912.F.3.12	Compare the cost of paying a higher interest rate and lower points versus a lower interest rate and more points.
MA.912.F.3.13	Calculate the total amount paid for the life of a loan for a house including the down payment, points, fees, and interest.
MA.912.F.3.14	Compare the total cost for a set purchase price using a fixed rate, adjustable rate, and a balloon mortgage.
MA.912.F.4.1	Develop personal budgets that fit within various income brackets.
MA.912.F.4.2	Explain cash management strategies including debit accounts, checking accounts, and savings accounts.
MA.912.F.4.3	Calculate net worth.
MA.912.F.4.4	Establish a plan to pay off debt.
MA.912.F.4.5	Develop and apply a variety of strategies to use tax tables, and to determine, calculate, and complete yearly federal income tax.
MA.912.F.4.6	Compare different insurance options and fees.

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

GENERAL INFORMATION

Course Number:	2102380
Course Title:	The American Economic Experience: Scarcity and Choice
Course Abbreviated Title:	AMERICAN ECON EXP
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Economics »
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	2
Status:	Pending State Board Approval
Graduation Requirements:	Economics (EC)
General Notes:	The American Economic Experience: Scarcity and Choice – The grade 9-12 The American Economic Experience: Scarcity and Choice consists of the following content area strands: American History, World History, Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of economics in the American system. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the development of a market economy, the American mixed-market system, the global market and economy, major economic theories, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, personal finance, financial and investment markets, and the business cycle.

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

Special Note: Students earning credit in this course may not earn credit in Economics (2102310), Economics Honors (2102320), or The American Economic Experience Honors (2102390).

Instructional Practices

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

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

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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5. Providing extensive text-based research and writing opportunities (claims and evidence).

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.1112.RH.1	Key Ideas and Details
LAFS.1112.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.RH.1.3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LAFS.1112.RH.2	Craft and Structure
LAFS.1112.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.)
LAFS.1112.RH.2.5:	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LAFS.1112.RH.2.6:	Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LAFS.1112.RH.3:	Integration of Knowledge and Ideas
LAFS.1112.RH.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
LAFS.1112.RH.3.8:	Evaluate an authors' premises, claims, and evidence, by corroborating or challenging them with other information.
LAFS.1112.RH.3.9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LAFS.1112.RH.4:	Range of Reading and Level of Text Complexity
LAFS.1112.RH.4.10:	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.WHST.1	Text Types and Purposes
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.1112.WHST.1.1a:	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LAFS.1112.WHST.1.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LAFS.1112.WHST.1.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.1112.WHST.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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LAFS.1112.WHST.1.1e	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.1112.WHST.1.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.1112.WHST.1.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.1112.WHST.1.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LAFS.1112.WHST.1.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2:	Production and Distribution of Writing
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3:	Research to Build and Present Knowledge
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4:	Range of Writing
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.1112.SL.1	Comprehension and Collaboration

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

LAFS.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1a	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.
LAFS.1112.SL.1.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
LAFS.1112.SL.1.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LAFS.1112.SL.1.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2	Presentation of Knowledge and Ideas
LAFS.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.N-Q.1	Reason quantitatively and use units to solve problems
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.A.5.11:	Examine causes, course, and consequences of the Great Depression and the New Deal.
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.

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- SS.912.E.1.3: Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
- SS.912.E.1.4: Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
- SS.912.E.1.5: Compare different forms of business organizations.
- SS.912.E.1.6: Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
- SS.912.E.1.7: Graph and explain how firms determine price and output through marginal cost analysis.
- SS.912.E.1.8: Explain ways firms engage in price and nonprice competition.
- SS.912.E.1.9: Describe how the earnings of workers are determined.
- SS.912.E.1.10: Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
- SS.912.E.1.11: Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
- SS.912.E.1.12: Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
- SS.912.E.1.13: Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
- SS.912.E.1.14: Compare credit, savings, and investment services available to the consumer from financial institutions.
- SS.912.E.1.15: Describe the risk and return profiles of various investment vehicles and the importance of diversification.
- SS.912.E.1.16: Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
- SS.912.E.2.1: Identify and explain broad economic goals.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
- SS.912.E.2.4: Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
- SS.912.E.2.5: Analyze how capital investments may impact productivity and economic growth.
- SS.912.E.2.6: Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
- SS.912.E.2.7: Identify the impact of inflation on society.
- SS.912.E.2.8: Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
- SS.912.E.2.9: Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
- SS.912.E.2.10: Describe the organization and functions of the Federal Reserve System.
- SS.912.E.2.11: Assess the economic impact of negative and positive externalities on the local, state, and national environment.

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- SS.912.E.2.12: Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
- SS.912.E.3.1: Demonstrate the impact of inflation on world economies.
- SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
- SS.912.E.3.3: Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
- SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.
- SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.
- SS.912.E.3.6: Differentiate and draw conclusions about historical economic thought theorized by economists.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
- SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.
- HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2104300
Course Title:	Introduction to the Social Sciences
Course Abbreviated Title:	INTROD SOCIAL SCI
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Interdisciplinary and Applied Social Sciences»
Number of Credits:	One credit (1)
Course Length:	Year
Course Level:	2
Status:	SBE Approval Pending
General Notes:	Introduction to the Social Sciences – The grade 9-12 Introduction to the Social Sciences course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the scope, focus and methodology of the social sciences through an overview of its various disciplines. Content should include, but is not limited to essential concepts in the fields of anthropology, economics, geography, history, political science, psychology and sociology, inquiry methodologies, measurement techniques, interdisciplinary strategies, leading contributors in the major fields of social science, and development of effective logic and reasoning skills.

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

Instructional Practices

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

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

RELATED BENCHMARKS:

LAFS.910.RH.1

Key Ideas and Details

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2	Craft and Structure
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3:	Integration of Knowledge and Ideas
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4:	Range of Reading and Level of Text Complexity
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.WHST.1	Text Types and Purposes
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration
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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.

LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

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- SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.3.10: Review different economic and philosophic ideologies.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.C.1.3: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- SS.912.C.1.5: 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.
- SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- SS.912.C.2.7: Explain why rights have limits and are not absolute.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.4.1: Explain how the world's nations are governed differently.
- SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.E.1.1: Identify the factors of production and why they are necessary for the production of goods and services.
- SS.912.E.1.3: Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
- SS.912.E.1.4: Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
- SS.912.E.1.6: Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
- SS.912.E.1.10: Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
- SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.

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SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.2.4:	Examine the effects that works in the arts have on groups, individuals, and cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

MA.912.F.4.7	Compare and contrast the role of insurance as a device to mitigate risk and calculate expenses of various options.
MA.912.F.4.8	Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.
MA.912.F.4.9	Calculate, compare, and contrast different types of retirement plans, including IRAs, ROTH accounts, and annuities.
MA.912.F.4.10	Analyze diversification in investments.
MA.912.F.4.11	Purchase stock with a set amount of money, and follow the process through gains, losses, and selling.
MA.912.F.4.12	Compare and contrast income from purchase of common stock, preferred stock, and bonds.
MA.912.F.4.13	Given current exchange rates be able to convert from one form of currency to another.
MA.912.F.4.14	Use data to compare historical rates of return on investments with investment claims to make informed decisions and identify potential fraud.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2104320
Course Title:	Global Studies
Course Abbreviated Title:	GLOBAL STUDIES
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Interdisciplinary and Applied Social Studies»
Number of Credits:	One credit (1)
Course Length:	Year
Course Level:	2
Status:	SBE Approval Pending
General Notes:	<p>Global Studies – The grade 9-12 Global Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the commonalities and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world. Content should include, but is not limited to, global interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, and cultural diffusion, global economics, and human-environment interactions.</p> <p>Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p>

Instructional Practices

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

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

RELATED BENCHMARKS:

LAFS.910.RH.1

LAFS.910.RH.1.1:

Key Ideas and Details

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2	Craft and Structure
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3:	Integration of Knowledge and Ideas
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4:	Range of Reading and Level of Text Complexity
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.WHST.1	Text Types and Purposes
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration
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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.
LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

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SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

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SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2104330
Course Title:	Voluntary School/Community Service
Course Abbreviated Title:	VOL SCH/COMMU SERV
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Interdisciplinary and Applied Social Studies»
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	2
Status:	SBE Approval Pending
General Notes:	Voluntary School/Community Service - The grade Voluntary School/Community Service course consists of the following content area strands: World History, American History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the concept of service to society and the engagement in activities that benefit communities. Content should include, but is not limited to, the identification of school or community challenges and needs, options for responding to identified needs, and the development and implementation of a personal plan for providing school or community service.

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

Special Note: To receive credit for this course, documentation of at least 75 hours of school or community service must be provided.

RELATED BENCHMARKS:

LAFS.910.RH.2	Craft and Structure
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.3	Integration of Knowledge and Ideas
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.WHST.1	Text Types and Purposes
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.2	Production and Distribution of Writing
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3	Research to Build and Present Knowledge
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.SL.1	Comprehension and Collaboration
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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.
LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

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GENERAL INFORMATION

Course Number:	2104340
Course Title:	Women's Studies
Course Abbreviated Title:	WOMEN'S STUDIES
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Interdisciplinary and Applied Social Sciences»
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	2
Status:	SBE Approval Pending
General Notes:	Women's Studies – The grade 9-12 Women's Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the historical development of women in various cultures, the role of women in shaping history, and of contemporary issues that impact the lives of women.

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

Instructional Practices

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

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

RELATED BENCHMARKS:

LAFS.910.RH.1

LAFS.910.RH.1.1:

LAFS.910.RH.1.2:

Key Ideas and Details

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2	Craft and Structure
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3:	Integration of Knowledge and Ideas
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4:	Range of Reading and Level of Text Complexity
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.WHST.1	Text Types and Purposes
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration
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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.

LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
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MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.

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SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.4.8:	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9:	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

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- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- HE.912.C.2.4 Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Florida Department of Education
Course Description, Grades 9-12**

Course Number:	2104350
Course Title:	Engaged Citizenship through Service-Learning, 1
Abbreviated Title:	ENG CITIZ SERV LRNG1
Number of Credits:	0.5 credit
Course Length:	Half-year
Course Level:	2
Graduation Requirements:	N/A
General Notes:	<p>This course provides an introduction and opportunities for leadership in the areas of service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 30 hours' duration.</p> <p>The content should include, but not be limited to, the following:</p> <ol style="list-style-type: none"> 1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed. 2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships. 3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts. 4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service. <p>All of the above activities may be counted toward the service-learning 30-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at www.fldoe.org/family/learnserve.asp.</p> <p>Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p>

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	<p>Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.</p> <p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy. 2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning. 3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value. 4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience. 5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities). 6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response). <p>Provide documentation of activities and the minimum 30 hours of participation in one or more approved service-learning project.</p>
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Related Benchmarks

LAFS.910.L.3.4

LAFS.910.L.3.4:

Vocabulary Acquisition and Use

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.

LAFS.910.L.3.4a:

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.

LAFS.910.L.3.4c:

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.

LAFS.910.L.3.4d:

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.RI.4

LAFS.910.RI.4.10:

Range of Reading and Level of Text Complexity

By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at

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the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

LAFS.910.4

LAFS.910.W.4.10:

Range of Writing

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

LAFS.910.W.1.

LAFS.910.W.1.1:

Text Types and Purposes

Write arguments focused on discipline-specific content.

LAFS.910.SL.1

LAFS.910.SL.1.1

Comprehension and Collaboration

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.

LAFS.910.SL.1.1a

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.

LAFS.910.SL.1.1b

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.

LAFS.910.SL.1.1c

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.

LAFS.910.SL.1.1d

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.

LAFS.910.SL.1.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.2

LAFS.910.SL.2.4

Presentation of Knowledge and Ideas

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.

LAFS.910.RI.1

LAFS.910.RI.1.1:

Key Ideas and Details

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SS.912.A.1.5:

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

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GENERAL INFORMATION

Course Number:	2104600
Course Title:	Multicultural Studies
Course Abbreviated Title:	MULTICLTRL STUDIES
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Multicultural Studies»
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	2
Status:	SBE Approval Pending
General Notes:	Multicultural Studies – The grade 9-12 Multicultural Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.

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

Instructional Practices

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

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

RELATED BENCHMARKS:

LAFS.910.RH.1

Key Ideas and Details

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LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2	Craft and Structure
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3:	Integration of Knowledge and Ideas
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4:	Range of Reading and Level of Text Complexity
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.WHST.1	Text Types and Purposes
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration
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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.

LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.

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- SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.2.4: Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
- SS.912.A.2.5: Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- SS.912.A.2.6: Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
- SS.912.A.2.7: Review the Native American experience.
- SS.912.A.3.5: Identify significant inventors of the Industrial Revolution including African Americans and women.
- SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
- SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
- SS.912.A.3.10: Review different economic and philosophic ideologies.
- SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.4.1: Analyze the major factors that drove United States imperialism.
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

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SS.912.A.5.8:	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
SS.912.A.5.9:	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.6.9:	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
SS.912.A.7.4:	Evaluate the success of 1960s era presidents' foreign and domestic policies.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.6:	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7:	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.A.7.8:	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.13:	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
HE.912.C.2.7	Analyze how culture supports and challenges health beliefs, practices, and behaviors.

**Florida Department of Education
Course Description, Grades 9-12**

Course Number:	2104360
Course Title:	Engaged Citizenship through Service-Learning, 2
Abbreviated Title:	ENG CITIZ SERV LRNG2
Number of Credits:	0.5 credit
Course Length:	Half-year
Course Level:	2
Graduation Requirements:	N/A
General Notes:	<p>This course provides applications and opportunities for leadership in the areas of service-learning, civic responsibility, and civic engagement. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 40 hours' duration.</p> <p>The content should include, but not be limited to, the following:</p> <ol style="list-style-type: none"> 1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed. 2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships. 3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts. 4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service. <p>All of the above activities may be counted toward the service-learning 40-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at www.fldoe.org/family/learnserv.asp.</p> <p>Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address</p>

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them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

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

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Assess and evaluate impacts of their efforts, measuring outputs and impacts not only on the communities being served, but also on her/himself.
8. Provide documentation of activities and the minimum 40 hours of participation in one or more approved service-learning projects.

For this second-level high school course, the expectation is that students will not only engage in more service-learning hours and activities than students in the first level, but will also show higher levels of responsibility and leadership in project design and implementation. Additional roles can include helping other students or teachers with aspects of project design and implementation, and teaching/presenting to other groups inside and beyond the school about course-based projects.

RELATED BENCHMARKS:

LAFS.910.L.3.4

LAFS.910.L.3.4:

Vocabulary Acquisition and Use

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.

LAFS.910.L.3.4a:

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.

LAFS.910.L.3.4c:

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.

LAFS.910.L.3.4d:

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.RI.4

LAFS.910.RI.4.10:

Range of Reading and Level of Text Complexity

By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

LAFS.910.4

LAFS.910.W.4.10:

Range of Writing

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

LAFS.910.W.1.

LAFS.910.W.1.1:

Text Types and Purposes

Write arguments focused on discipline-specific content.

LAFS.910.SL.1

LAFS.910.SL.1.1

Comprehension and Collaboration

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.

LAFS.910.SL.1.1a

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.

LAFS.910.SL.1.1b

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.

LAFS.910.SL.1.1c

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.

LAFS.910.SL.1.1d

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.

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LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, or orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
LAFS.910.RI.1	Key Ideas and Details
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.3.12:	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.5:	Conduct a service project to further the public good.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.10:	Monitor current public issues in Florida.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions

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MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision-making.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems.

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SS.912.A.3.12:	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.5:	Conduct a service project to further the public good.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.10:	Monitor current public issues in Florida.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.4:	Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
HE.912.B.5.3:	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision-making.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems.

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GENERAL INFORMATION

Course Number: 2105310
Course Title: World Religions
Course Abbreviated Title: WORLD RELIGIONS
Course Path: **Section:** Grades PreK to 12 Education Courses» **Grade Group:** Grades 9 to 12 and Adult Education Courses » **Subject:** Social Studies » **SubSubject:** Philosophy and Religion»
Number of Credits: Half credit (.5)
Course Length: Semester
Course Level: 2
Status: SBE Approval Pending
General Notes: **World Religions** – The grade 9-12 World Religions course consists of the following content area strands: World History, Geography and Humanities. The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism . Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

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

Instructional Practices

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

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

RELATED BENCHMARKS:

LAFS.910.RH.1

Key Ideas and Details

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LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2	Craft and Structure
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3:	Integration of Knowledge and Ideas
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4:	Range of Reading and Level of Text Complexity
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.WHST.1	Text Types and Purposes
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration
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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.

LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.

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- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- SS.912.H.3.2: Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2: Compare time measurement systems used by different cultures.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.W.2.2: Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
- SS.912.W.2.4: Identify key figures associated with the Byzantine Empire.
- SS.912.W.2.5: Explain the contributions of the Byzantine Empire.
- SS.912.W.2.6: Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
- SS.912.W.2.7: Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
- SS.912.W.2.8: Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent.
- SS.912.W.2.10: Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
- SS.912.W.2.12: Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
- SS.912.W.2.13: Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
- SS.912.W.2.19: Describe the impact of Japan's physiography on its economic and political development.
- SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.
- SS.912.W.2.22: Describe Japan's cultural and economic relationship to China and Korea.
- SS.912.W.3.1: Discuss significant people and beliefs associated with Islam.
- SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- SS.912.W.3.3: Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
- SS.912.W.3.4: Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
- SS.912.W.3.5: Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
- SS.912.W.3.6: Describe key economic, political, and social developments in Islamic history.
- SS.912.W.3.7: Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
- SS.912.W.3.8: Identify important figures associated with the Crusades.

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- SS.912.W.8.10: Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
- SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
- SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
- HE.912.C.2.7 Analyze how culture supports and challenges health beliefs, practices, and behaviors.

GENERAL INFORMATION

Course Number:	2105340
Course Title:	Philosophy
Course Abbreviated Title:	PHILOS
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Philosophy and Religion»
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	2
Status:	SBE Approval Pending
General Notes:	Philosophy – The grade 9-12 Philosophy course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the fundamental questions pertinent to all areas of human activity and inquiries. Content should include, but is not limited to, an introduction to classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and social, political and religious philosophies.

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

Instructional Practices

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

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

RELATED BENCHMARKS:

LAFS.910.RH.1

Key Ideas and Details

LAFS.910.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2	Craft and Structure
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3:	Integration of Knowledge and Ideas
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4:	Range of Reading and Level of Text Complexity
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.WHST.1	Text Types and Purposes
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration
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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.
LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	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.

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SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.10:	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

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- SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
- SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
- SS.912.W.8.8: Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
- SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
- SS.912.W.8.10: Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
- SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
- SS.912.W.9.7: Describe the impact of and global response to international terrorism.
- HE.912.C.2.7: Analyze how culture supports and challenges health beliefs, practices, and behaviors.

GENERAL INFORMATION

Course Number:	2105350
Course Title:	Ethics
Course Abbreviated Title:	ETHICS
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Philosophy and Religion»
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	2
Status:	SBE Approval Pending
General Notes:	Ethics – The grade 9-12 Ethics course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the foundations of ethical thought and theories and the process of moral development. Content should include, but is not limited to, the sources of ethical beliefs and practices, traditional ethical theories, the strengths and weaknesses of the principal models of moral development, the typical fallacies in flawed moral arguments, the difference between an ethical choice and a legal decision, major ethical questions in American society such as public service, law, the workplace, bioethics, and new technologies, and current ethical issues in the local and national arena.

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

Instructional Practices

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

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

RELATED BENCHMARKS:

LAFS.910.RH.1

Key Ideas and Details

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LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2	Craft and Structure
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3:	Integration of Knowledge and Ideas
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4:	Range of Reading and Level of Text Complexity
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.WHST.1	Text Types and Purposes
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2:	Production and Distribution of Writing
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	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.
LAFS.910.WHST.3:	Research to Build and Present Knowledge
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4:	Range of Writing
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.910.SL.1	Comprehension and Collaboration
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.
LAFS.910.SL.1.1a	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.
LAFS.910.SL.1.1b	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.
LAFS.910.SL.1.1c	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.

LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.6.11:	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
SS.912.C.2.10:	Monitor current public issues in Florida.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
SS.912.C.3.10:	Evaluate the significance and outcomes of landmark Supreme Court cases.

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SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda,

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and Darfur, and describe various governmental and non-governmental responses to them.

SS.912.W.9.7:

Describe the impact of and global response to international terrorism.

HE.912.C.2.7

Analyze how culture supports and challenges health beliefs, practices, and behaviors.

DRAFT

General Information

Course Number:	2105355
Course Title:	Philosophy Honors: Ethics
Course Abbreviated Title:	PHILOS HON ETHICS
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Philosophy and Religion»
Number of Credits:	1.0
Course Length:	Year
Course Level:	3
Status:	SBE Approval Pending
General Notes:	The learner, building on the foundations of Philosophy Honors as a prerequisite, will explore, understand, and apply the important ethical theories in philosophy to present day issues, and will focus on the ethical theories of the great thinkers, from the ancient era through the modern era, with the purpose of providing the students with the tools necessary to analyze, critique and evaluate current issues and to formulate a personal value system with which to evaluate any present day issue. Special emphasis will be on character education.

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

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

Special Notes: **Instructional Practices**

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

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

RELATED BENCHMARKS:

LAFS.910.RH.1

Key Ideas and Details

LAFS.910.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2

Craft and Structure

LAFS.910.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3:

Integration of Knowledge and Ideas

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- LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
- LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.
- LAFS.910.RH.4: Range of Reading and Level of Text Complexity**
- LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
- LAFS.910.WHST.1 Text Types and Purposes**
- LAFS.910.WHST.1.1: Write arguments focused on discipline-specific content.
- LAFS.910.WHST.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- LAFS.910.WHST.1.1b: Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- LAFS.910.WHST.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- LAFS.910.WHST.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- LAFS.910.WHST.1.1e: Provide a concluding statement or section that follows from or supports the argument presented.
- LAFS.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- LAFS.910.WHST.1.2a: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- LAFS.910.WHST.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- LAFS.910.WHST.1.2c: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- LAFS.910.WHST.1.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- LAFS.910.WHST.1.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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- LAFS.910.WHST.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- LAFS.910.WHST.2: Production and Distribution of Writing**
- LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- LAFS.910.WHST.2.6: 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.
- LAFS.910.WHST.3: Research to Build and Present Knowledge**
- LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LAFS.910.WHST.4: Range of Writing**
- LAFS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- LAFS.910.SL.1 Comprehension and Collaboration**
- 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.
- LAFS.910.SL.1.1a: 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.
- LAFS.910.SL.1.1b: 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.
- LAFS.910.SL.1.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

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	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LAFS.910.SL.1.1d	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.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2	Presentation of Knowledge and Ideas
LAFS.910.SL.2.4	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.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.C.1.1	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5	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.
SS.912.C.2.1	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.

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SS.912.C.2.2	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.4	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.6	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7	Explain why rights have limits and are not absolute.
SS.912.C.2.8	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.9	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
SS.912.C.2.10	Monitor current public issues in Florida.
SS.912.C.2.11	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.12	Explain the changing roles of television, radio, press, and Internet in political communication.
SS.912.C.2.13	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
SS.912.C.2.14	Evaluate the processes and results of an election at the state or federal level.
SS.912.C.2.15	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.1	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.2	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.10	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.11	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.13	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.14	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.1	Explain how the world's nations are governed differently.
SS.912.C.4.2	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3	Assess human rights policies of the United States and other countries.
SS.912.H.1.4	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.2.3	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

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SS.912.H.2.4	Examine the effects that works in the arts have on groups, individuals, and cultures.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6	Evaluate the role of history in shaping identity and character.
SS.912.W.2.12	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.16	Trace the growth and development of national identity in England, France, and Spain.
SS.912.W.2.17	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.3.1	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.5	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.4.5	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.7	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.9	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation. Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.10	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.14	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.5.2	Identify major causes of the Enlightenment.
SS.912.W.5.3	Summarize the major ideas of Enlightenment philosophers.

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GENERAL INFORMATION

Course Number:	2106310
Course Title:	United States Government
Course Abbreviated Title:	US GOVT
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Political Sciences »
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Level:	2
Status:	Pending State Board Approval
Graduation Requirements:	American Government (AG)
General Notes:	United States Government – The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

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

Special Notes: Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

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

The NAEP frameworks for Civics may be accessed at

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

Instructional Practices

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

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

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

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

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.1112.RH.1

Key Ideas and Details

LAFS.1112.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3:

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2

Craft and Structure

LAFS.1112.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.)

LAFS.1112.RH.2.5:

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.6:

Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3:

Integration of Knowledge and Ideas

LAFS.1112.RH.3.7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8:

Evaluate an authors' premises, claims, and evidence, by corroborating or challenging them with other information.

LAFS.1112.RH.3.9:

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LAFS.1112.RH.4:

Range of Reading and Level of Text Complexity

LAFS.1112.RH.4.10:

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.WHST.1

Text Types and Purposes

LAFS.1112.WHST.1.1:

Write arguments focused on discipline-specific content.

LAFS.1112.WHST.1.1a:

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

LAFS.1112.WHST.1.1b

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

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LAFS.1112.WHST.1.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.1112.WHST.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.1112.WHST.1.1e	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.1112.WHST.1.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.1112.WHST.1.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.1112.WHST.1.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LAFS.1112.WHST.1.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2:	Production and Distribution of Writing
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3:	Research to Build and Present Knowledge
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4:	Range of Writing

LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.1112.SL.1	Comprehension and Collaboration
LAFS.1112.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 <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
LAFS.1112.SL.1.1a	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.
LAFS.1112.SL.1.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
LAFS.1112.SL.1.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LAFS.1112.SL.1.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2	Presentation of Knowledge and Ideas
LAFS.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.912.S-ID	Interpreting Categorical and Quantitative Data
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC	Making Inferences and Justifying Conclusions
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

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- SS.912.C.1.2: Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
- SS.912.C.1.3: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- SS.912.C.1.4: Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
- SS.912.C.1.5: 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.
- SS.912.C.2.1: Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
- SS.912.C.2.2: Evaluate the importance of political participation and civic participation.
- SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.5: Conduct a service project to further the public good.
- SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- SS.912.C.2.7: Explain why rights have limits and are not absolute.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.9: Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
- SS.912.C.2.10: Monitor current public issues in Florida.
- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.2.12: Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.2.14: Evaluate the processes and results of an election at the state or federal level.
- SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- SS.912.C.2.16: Analyze trends in voter turnout.
- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.C.3.7: Describe the role of judicial review in American constitutional government.

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SS.912.C.3.8:	Compare the role of judges on the state and federal level with other elected officials.
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
SS.912.C.3.10:	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

SS.912.W.5.5	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.6.3	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.6	Analyze the causes and effects of imperialism.
SS.912.W.7.10	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
SS.912.W.8.6	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.8	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.3	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.7	Describe the impact of and global response to international terrorism.
SS.912.G.1.1	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.A.3.10	Review different economic and philosophic ideologies.
SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
HE.912.C.2.7	Analyze how culture supports and challenges health beliefs, practices, and behaviors.

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SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.5:	Conduct a service project to further the public good.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.10:	Monitor current public issues in Florida.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.