

## GENERAL INFORMATION

<b>Course Number:</b>	2106315
<b>Course Title:</b>	United States Government for Credit Recovery
<b>Course Abbreviated Title:</b>	US GOVT CR
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Sciences »
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Varies
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	American Government (AG)
<b>General Notes:</b>	<b>United States Government</b> – 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:

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 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

Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
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- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at

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

### Instructional Practices

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

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

### **RELATED BENCHMARKS:**

Scheme

#### **LAFS.1112.RH.1**

LAFS.1112.RH.1.1:

Descriptor

#### **Key Ideas and Details**

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**

LAFS.1112.RH.2.4:

#### **Craft and Structure**

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:**

LAFS.1112.RH.3.7:

#### **Integration of Knowledge and Ideas**

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.

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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.
<b>LAFS.1112.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
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.
<b>LAFS.1112.WHST.1</b>	<b>Text Types and Purposes</b>
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).
<b>LAFS.1112.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.1112.WHST.3:</b> LAFS.1112.WHST.3.7	<b>Research to Build and Present Knowledge</b> 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.
<b>LAFS.1112.WHST.4:</b> LAFS.1112.WHST.4.10:	<b>Range of Writing</b> 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.
<b>LAFS.1112.SL.1</b> LAFS.1112.SL.1.1	<b>Comprehension and Collaboration</b> 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.
<b>LAFS.1112.SL.2</b> LAFS.1112.SL.2.4	<b>Presentation of Knowledge and Ideas</b> 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**

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:

**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.

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.

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.

## GENERAL INFORMATION

<b>Course Number:</b>	2106320
<b>Course Title:</b>	United States Government Honors
<b>Course Abbreviated Title:</b>	US GOVT HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » SubSubject:Political Sciences »
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
<b>Graduation Requirements:</b>	American Government (AG)
<b>General Notes:</b>	<b>United States Government</b> – The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

**Honors/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 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

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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

### **LAFS.1112.RH.1**

LAFS.1112.RH.1.1:

Descriptor

### **Key Ideas and Details**

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**

LAFS.1112.RH.2.4:

### **Craft and Structure**

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:**

LAFS.1112.RH.3.7:

### **Integration of Knowledge and Ideas**

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.
<b>LAFS.1112.WHST.1</b>	<b>Text Types and Purposes</b>
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).
<b>LAFS.1112.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.1112.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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

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	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.
<b>LAFS.1112.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.1112.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.1112.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.

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**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.
- 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.
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.

## GENERAL INFORMATION

<b>Course Number:</b>	2106330
<b>Course Title:</b>	Civics
<b>Course Abbreviated Title:</b>	CIVICS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Civics</b> – The grade 9-12 Civics course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for this course pertains to the principles, functions, and organization of the American government and political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in the political system. Content should include, but is not limited to, the American constitutional government, free-enterprise system, structure and functions of local, state and national government within constitutional and economic frameworks, political and economic decision-making issues, rights and responsibilities of citizenship, and the importance of political participation.

**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).

The NAEP frameworks for Civics may be accessed at:

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

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**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.

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**

LAFS.910.RH.2.4:

**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.

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:**

LAFS.910.RH.3.7:

**Integration of Knowledge and Ideas**

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:**

LAFS.910.RH.4.10:

**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.

**LAFS.910.WHST.1**

LAFS.910.WHST.1.1:

**Text Types and Purposes**

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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.

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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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
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.

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- 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.
- 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.

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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.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.1.13:	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.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.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.

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## GENERAL INFORMATION

<b>Course Number:</b>	2106340
<b>Course Title:</b>	Political Science
<b>Course Abbreviated Title:</b>	POLI SCI
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Political Science</b> – The grade 9-12 Political Science course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their influence on American society. Content should include, but is not limited to, the types of government, the functions and purpose of government, the function of the state, exercise of power, policy making and public opinion, political control and the economy, political ideologies, civil liberties, international relations, and the evolution of political change.

**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:

### **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.
<b>LAFS.910.RH.2</b>	<b>Craft and Structure</b>
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.
<b>LAFS.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
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.
<b>LAFS.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
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.
<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
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.

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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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
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.2.1: 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.2.6: 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.
- 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.

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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.
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.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

- SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
- 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

<b>Course Number:</b>	2106350
<b>Course Title:</b>	Law Studies
<b>Course Abbreviated Title:</b>	LAW STUDIES
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Law Studies</b> – The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

**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:

### **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.
<b>LAFS.910.RH.2</b>	<b>Craft and Structure</b>
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.
<b>LAFS.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
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.
<b>LAFS.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
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.
<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
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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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.2.4:	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.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.

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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.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.2.6: 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.2.15: 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.3.3: 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.
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- 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.4.3:	Assess human rights policies of the United States and other 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.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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.
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.

## **GENERAL INFORMATION**

<b>Course Number:</b>	2106355
<b>Course Title:</b>	International Law
<b>Course Abbreviated Title:</b>	INTL LAW
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>International Law</b> – The grade 9-12 International Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the analysis and comparison of the different legal and political concepts, systems, and operations across countries and ideologies; how these structures affect international relations, and how legal disputes between countries are settled. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives, an evaluation of the fundamental characteristics of legal and governmental systems throughout the world emphasizing specific elements of constitutionalism including: rule of law, the rights of the people, the separation and sharing of powers, an independent judiciary with the power of judicial or constitutional review, the role and function of government and the citizen in each system, the nation-state system, the need for laws, adversarial versus inquisitorial systems of justice, and the role and function of the international court system.

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



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**

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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.6.7:	Describe the attempts to promote international justice through the Nuremberg Trials.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.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.1.5: 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.2.3: 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.2.12: 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.2.15: 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.3.3: 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.
- 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.4.3: Assess human rights policies of the United States and other countries.

## GENERAL INFORMATION

<b>Course Number:</b>	2106360
<b>Course Title:</b>	Comparative Political Systems
<b>Course Abbreviated Title:</b>	COMPA POLI SYSTEMS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Comparative Political Systems</b> – The grade 9-12 Comparative Political Systems course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the major political systems of the world and compare and contrast their operation with the American democratic system. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives and the role and function of the government and the citizen in each political system.

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

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.
<b>LAFS.910.RH.2</b>	<b>Craft and Structure</b>
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.
<b>LAFS.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
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.
<b>LAFS.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
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.
<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.6.7:	Describe the attempts to promote international justice through the Nuremberg Trials.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.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.1.5:	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.2.3:	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.

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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.2.12:	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.2.15:	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.3.3:	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.
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.3.11:	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.4.3:	Assess human rights policies of the United States and other countries.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.

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- SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
- SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
- SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
- SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
- HE.912.C.2.4 Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## **GENERAL INFORMATION**

<b>Course Number:</b>	2106370
<b>Course Title:</b>	Comprehensive Law Studies
<b>Course Abbreviated Title:</b>	COMPRES LAW STUDIES
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Comprehensive Law Studies</b> – The grade 9-12 Comprehensive Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

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

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.
<b>LAFS.910.RH.2</b>	<b>Craft and Structure</b>
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.
<b>LAFS.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
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.
<b>LAFS.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
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.
<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.2.4:	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.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.

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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.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.2.6: 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.2.15: 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.3.3: 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.
- 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.4.3:	Assess human rights policies of the United States and other 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.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.



## GENERAL INFORMATION

<b>Course Number:</b>	2106375
<b>Course Title:</b>	Comprehensive Law Honors
<b>Course Abbreviated Title:</b>	COMPRES LAW HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Comprehensive Law</b> – The grade 9-12 Comprehensive Law course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice.

This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally.

**Honors/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

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:**

**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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>

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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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.

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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.
- 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.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.
- 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.2.15: 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.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

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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.
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.4.3:	Assess human rights policies of the United States and other 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.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## GENERAL INFORMATION

<b>Course Number:</b>	2106380
<b>Course Title:</b>	Legal Systems and Concepts
<b>Course Abbreviated Title:</b>	LEGAL SYSS & CONCS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Legal Systems and Concepts</b> – The grade 9-12 Legal Systems and Concepts course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, Civics and Government. The primary content for the course pertains to the examination of the American legal system and the nature of specific rights granted under the United States Constitution. Content should include, but is not limited to, the historical antecedents of laws and the basis for the creation of laws, the background, principles and applications of the United States Constitution, the rights protected by the Constitution and precedent-setting cases related to these rights, the process for enacting criminal laws at the state and local levels, the stages of the criminal justice system, the government and private agencies which provide services to individuals accused of crimes, the citizen's role in the legal system, the role of women and diverse cultural groups within the justice system, and careers in the justice system.

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

**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.

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**

LAFS.910.RH.2.4:

**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.

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:**

LAFS.910.RH.3.7:

**Integration of Knowledge and Ideas**

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:**

LAFS.910.RH.4.10:

**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.

**LAFS.910.WHST.1**

LAFS.910.WHST.1.1:

**Text Types and Purposes**

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).
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<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
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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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
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SS.912.A.1.2:	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.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.

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- 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.
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- 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.
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- SS.912.C.2.12: Explain the changing roles of television, radio, press, and Internet in political communication.
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- 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.3.10: 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.4.3:	Assess human rights policies of the United States and other 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.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## GENERAL INFORMATION

<b>Course Number:</b>	2106390
<b>Course Title:</b>	Court Procedures
<b>Course Abbreviated Title:</b>	COURT PROCED
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<p><b>Court Procedures</b> – The grade 9-12 Court Procedures course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p>

### **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.
<b>LAFS.910.RH.2</b>	<b>Craft and Structure</b>
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.
<b>LAFS.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
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.
<b>LAFS.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
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.
<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
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.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
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.2.9:	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.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.

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**Course Number:** 2106400  
**Course Title:** Court Procedures Intern  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** COURT PROCED INTERN  
**Course Credit:** 0.5  
**Course Length:** Semester  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to further refine and apply technical skills and competencies for leadership within law-related professional areas.

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

- more intensive study of law-related career options
- written and oral communication skills
- higher level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive
- knowledge of professional organizations and their impact
- career planning

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

## 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**

- 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**

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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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

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## GENERAL INFORMATION

<b>Course Number:</b>	2106440
<b>Course Title:</b>	International Relations
<b>Course Abbreviated Title:</b>	INTL RLS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<p><b>International Relations</b> – The grade 9-12 International Relations course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the functions of the global community, the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals. Content should include, but is not limited to, the origins of the nation-state system, the role of power politics in the nuclear age, factors that influence relations among nations, such as world population growth, food and other resources, environment, human rights, terrorism, cultural differences, world trade, and technology, ways in which governments conduct foreign policy, the role of international organizations in promoting world peace, the role of women and diverse cultural groups within and among nations, and career opportunities available in international relations.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p>

### **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:

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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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.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.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.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.

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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.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
SS.912.W.8.2:	Describe characteristics of the early Cold War.
SS.912.W.8.3:	Summarize key developments in post-war China.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## GENERAL INFORMATION

<b>Course Number:</b>	2106445
<b>Course Title:</b>	International Relations 2 Honors
<b>Course Abbreviated Title:</b>	INTL RLS 2 HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>International Relations 2</b> – The grade 9-12 International Relations 2 course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the analysis of major approaches to the study of international relations with particular emphasis on key concepts, such as balance of power, collective agreements, and sovereignty and the application of these concepts to major issues of international security, economics, and diplomacy. Content should include, but is not limited to, an analysis and evaluation of contemporary international trade agreements, the role of the United Nations, aligned national groups, and Non-Governmental Organizations in global affairs, a comparison of current political ideologies, foreign policy, and power politics in the post nuclear age, factors that influence relations among nations, such as resources, preservation of the environment, human rights abuses, state sponsored terrorism, ethnic, religious and cultural differences, and access to technology, an analysis of contemporary issues and challenges from a global perspective, an analysis and evaluation of the policy goals and challenges confronting the world's democratic governments, and an investigation of career opportunities available in international relations.

**Honors/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**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages

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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:

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:

**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.
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.
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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).
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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.
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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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>

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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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.1.1b	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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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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.

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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.
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.6.9:	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
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.3.1:	Demonstrate the impact of inflation on world economies.

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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.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
SS.912.W.8.2:	Describe characteristics of the early Cold War.
SS.912.W.8.3:	Summarize key developments in post-war China.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda,

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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.

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- 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.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- HE.912.C.1.2: Interpret the significance of interrelationships in mental/emotional, physical, and social health.
- HE.912.C.2.3: Assess how the school and community can affect personal health practice and behaviors.

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.
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.4.3:	Assess human rights policies of the United States and other 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.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## GENERAL INFORMATION

<b>Course Number:</b>	2106450
<b>Course Title:</b>	The American Political System: Process and Power
<b>Course Abbreviated Title:</b>	AMER POLIT SYSS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Graduation Requirement:</b>	American Government (AG)
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>The American Political System: Process and Power</b> – The grade 9-12 The American Political System: Process and Power course consists of the following content area strands: American History, Geography, Civics and Government. The primary content for the course pertains to the study of the political system in America and the dynamics of political issues. Content should include, but is not limited to, the nature of political behavior, power acquisition, maintenance, and extension, classical and modern political theorists, evolution of democratic political systems, the constitutional framework, federalism, separation of power, functions of the three branches of government at the local, state and national levels, Florida government, including the Florida Constitution, municipal and county government, the evolving role of political parties and interest groups in determining government policy, 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:** Students earning credit in this course may not earn credit in American Government (2106310), American Government Honors (2106320), or The American Political System: Process and Power Honors (2106460).

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

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
<b>LAFS.1112.RH.1</b>	<b>Key Ideas and Details</b>
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.
<b>LAFS.1112.RH.2</b>	<b>Craft and Structure</b>
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.
<b>LAFS.1112.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
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.
<b>LAFS.1112.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
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.
<b>LAFS.1112.WHST.1</b>	<b>Text Types and Purposes</b>

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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).
<b>LAFS.1112.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.1112.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.1112.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.1112.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.1112.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.1	Summarize, represent and interpret data on a single count or measurement variable.
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.
- 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.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.
- 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.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.
- 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.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## GENERAL INFORMATION

<b>Course Number:</b>	2106460
<b>Course Title:</b>	The American Political System: Process and Power Honors
<b>Course Abbreviated Title:</b>	AMER POLIT SYSS HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	3
<b>Graduation Requirement:</b>	American Government (AG)
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<p><b>The American Political System: Process and Power Honors</b> – The grade 9-12 The American Political System: Process and Power Honors course consists of the following content area strands: American History, Geography, Civics and Government. The primary content for the course pertains to the study of the political system in America and the dynamics of political issues. Content should include, but is not limited to, the nature of political behavior, power acquisition, maintenance, and extension, classical and modern political theorists, comparison of political systems, evolution of democratic political systems, functions of the three branches of government at the local, state and national levels, Florida government, including the Florida Constitution, municipal and county government, constitutional framework, federalism, and separation of power, including study of the Declaration of Independence, the U.S. Constitution, and the Federalist Papers, evolving role of political parties and interest groups in determining government policy, political decision-making process, the role of women and diverse cultural groups in the development of our political system, and career opportunities available in the government system.</p> <p><b>Honors/Advanced courses</b> offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized 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><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p>
<b>Special Notes:</b>	Students earning credit in this course may not earn credit in American Government (2106310), American Government Honors (2106320), or The American Political System: Process and Power (2106450).

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

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

The NAEP frameworks for Civics may be accessed at:

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

### **Instructional Practices**

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

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

### **RELATED BENCHMARKS:**

Scheme

**LAFS.1112.RH.1**

LAFS.1112.RH.1.1:

Descriptor

**Key Ideas and Details**

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**

LAFS.1112.RH.2.4:

**Craft and Structure**

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.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.
<b>LAFS.1112.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
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.
<b>LAFS.1112.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
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.
<b>LAFS.1112.WHST.1</b>	<b>Text Types and Purposes</b>
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).
<b>LAFS.1112.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.1112.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.1112.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.1112.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.1112.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.1	Summarize, represent and interpret data on a single count or measurement variable.
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.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.
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.

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- 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.
- 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.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

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## GENERAL INFORMATION

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<b>Course Number:</b>	2106468
<b>Course Title:</b>	Constitutional Law Honors
<b>Course Abbreviated Title:</b>	CONST LAW HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<p><b>Constitutional Law</b> – The grade 9-12 Constitutional Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of major legal precedents and evolving judicial interpretations associated with the United States Constitution. Content should include, but is not limited to, the evaluation of historical and contemporary constitutional dilemmas through an analysis of legal documents, processes and cases; an examination of the evolution of constitutional government from ancient times to the present; a historical review of the British legal system and its role as a framework for the U.S. Constitution; the arguments in support of our republican form of government, as they are embodied in the the Federalist Papers; an examination of the constitution of the state of Florida, its current amendment process, and recent amendments approved by Florida voters; a comparison between the constitutional frameworks of other nations with that of the United States; a review and application of major Supreme Court decisions and the impact of both majority and minority opinions; the understanding of constitutional concepts and provisions establishing the power of the courts including separation of powers, checks and balances, the rule of law, an independent judiciary, and judicial review; and appellate processes and procedures to address constitutional questions.</p> <p>This course will incorporate the development of a written appellate brief addressing a contemporary constitutional question and the presentation of oral arguments to defend their position legally. This course is designed to provide an in-depth study of this topic to students who are interested in pursuing post secondary careers in law, law enforcement, governmental service, or a law related field.</p> <p><b>Honors/Advanced courses</b> offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized 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>

**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:

#### **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.

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**

LAFS.910.RH.2.4:

#### **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.

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:**

LAFS.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

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.

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LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LAFS.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
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.
<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.

<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.

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**MAFS.912.S-ID**

MAFS.912.S-ID.1:

**Interpreting Categorical and Quantitative Data**

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

**MAFS.912.S-IC**

MAFS.912.S-IC.2:

**Making Inferences and Justifying Conclusions**

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.2.4:

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.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.

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.

## GENERAL INFORMATION

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<b>Course Number:</b>	2106800
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Course Title:</b>	Florida’s Pre-International Baccalaureate American Government
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	FL PRE-IB AMER GOVT
<b>Number of Credits:</b>	0.5
<b>Course Length:</b>	Semester
<b>Course Level:</b>	3
<b>Course Status:</b>	State Board Approved
<b>Graduation Requirements:</b>	American Government (AG)

### 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.

### 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

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- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at:

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

### Instructional Practices

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

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

### 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.

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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.
<b>LAFS.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
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.
<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.

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MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.
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.

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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.
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.

## GENERAL INFORMATION

<b>Course Number:</b>	2107300
<b>Course Title:</b>	Psychology 1
<b>Course Abbreviated Title:</b>	PSYCH 1
<b>Number of Credits:</b>	0.5
<b>Course Length:</b>	Semester
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft – Pending State Board approval

### General Notes :

**Psychology 1** – Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

**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:**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.912.P.1.1	Define psychology as a discipline and identify its goals as a science. <i>Remarks and Examples: Examples of goals may include, but are not limited to, describing behavior, explaining why behaviors and mental processes occur, understanding/adopting behaviors and mental processes, and observation of behavioral and mental problems.</i>
SS.912.P.1.2	Describe the emergence of psychology as a scientific discipline. <i>Remarks and Examples: Topics may include, but are not limited to, Wilhem Wundt, structuralism, functionalism, William James, Sigmund Freud, Gestalt psychology, Ivan Pavlov, John Watson, behaviorism, B.F. Skinner, humanistic psychology, Abraham Maslow, Carl Rogers Jean Piaget.</i>
SS.912.P.1.3	Describe perspectives employed to understand behavior and mental processes. <i>Remarks and Examples: Examples may include, but are not limited to, cognitive perspective, biological perspective, social-cultural perspective, behavioral perspective, humanistic perspective, psychodynamic perspective.</i>
SS.912.P.1.4	Describe the major subfields of psychology. <i>Remarks and Examples: Examples may include, but are not limited to, biopsychology, clinical psychology, developmental psychology, industrial-organizational psychology, personality psychology, social psychology.</i>
SS.912.P.1.5	Identify the important role psychology plays in benefiting society and improving people's lives. <i>Remarks and Examples: Examples may include, but are not limited to, Applied Psychology, Health Psychology, Educational Psychology, and Positive Psychology.</i>
SS.912.P.6.1	Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. <i>Remarks and Examples: Examples may include, but are not limited to, the concept of "nature v. nurture."</i>
SS.912.P.6.2	Explain issues of continuity/discontinuity and stability/change. <i>Remarks and Examples: Topics may include, but are not limited to, psychoanalytic theories, Freud's psychosexual stages, Erikson's stage theory, classical conditioning, and operant conditioning.</i>
SS.912.P.6.3	Distinguish methods used to study development. <i>Remarks and Examples: Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.</i>
SS.912.P.6.4	Describe the role of sensitive and critical periods in development.
SS.912.P.6.5	Discuss issues related to the end of life. <i>Remarks and Examples: Topics may include, but are not limited to, role of culture, Hospice care.</i>
SS.912.P.6.6	Discuss theories of cognitive development. <i>Remarks and Examples: Examples may include, but are not limited to, the theories of Jean Piaget, Erik Erikson, and Benjamin Spock.</i>
SS.912.P.6.7	Discuss theories of moral development. <i>Remarks and Examples: Examples may include, but are not limited to, the theory of Lawrence Kohlberg.</i>
SS.912.P.6.8	Discuss theories of social development.

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	<i>Remarks and Examples: Examples may include, but are not limited to, the theories of Harry Harlow, Konrad Lorenz, Erik Erikson, Albert Bandura, and Sigmund Freud.</i>
SS.912.P.6.9	Describe physical development from conception through birth and identify influences on prenatal development. <i>Remarks and Examples: Examples may include, but are not limited to, zygote, genes, embryo, fetus, and teratogens.</i>
SS.912.P.6.10	Describe newborns' reflexes, temperament, and abilities. <i>Remarks and Examples: Examples may include, but are not limited to, rooting reflex, grasping reflex, fetal alcohol syndrome.</i>
SS.912.P.6.11	Describe physical and motor development throughout the lifespan.
SS.912.P.6.12	Describe how infant perceptual abilities and intelligence develop. <i>Remarks and Examples: Examples may include, but are not limited to, the visual cliff experiment.</i>
SS.912.P.6.13	Describe the development of attachment and the role of the caregiver. <i>Remarks and Examples: Examples may include, but are not limited to, Mary Ainsworth's "strange situation."</i>
SS.912.P.6.14	Describe the development of communication and language in infancy.
SS.912.P.6.15	Identify major physical changes in adolescence. <i>Remarks and Examples: Examples may include, but are not limited to, primary sex characteristics and secondary sex characteristics.</i>
SS.912.P.6.16	Discuss the role of family and peers in adolescent development.
SS.912.P.7.1	Describe the principles of classical conditioning. <i>Remarks and Examples: Topics may include, but are not limited to, unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response, acquisition, extinction, and spontaneous recovery.</i>
SS.912.P.7.2	Describe clinical and experimental examples of classical conditioning.
SS.912.P.7.3	Apply classical conditioning to everyday life.
SS.912.P.7.4	Describe the Law of Effect.
SS.912.P.7.5	Describe the principles of operant conditioning. <i>Remarks and Examples: Topics may include, but are not limited to, Edward Thorndike, B.F. Skinner, reinforcement, punishment, positive reinforcement, and negative reinforcement, primary reinforcement, secondary reinforcement, and partial reinforcement.</i>
SS.912.P.7.6	Describe clinical and experimental examples of operant conditioning.
SS.912.P.7.7	Apply operant conditioning to everyday life.
SS.912.P.7.8	Describe the principles of observational and cognitive learning. <i>Remarks and Examples: Examples may include, but are not limited to, Albert Bandura, modeling, attention, retention, replication, motivation, antisocial behavior, prosocial behavior.</i>
SS.912.P.7.9	Apply observational and cognitive learning to everyday life.
SS.912.P.8.1	Describe the structure and function of language. <i>Remarks and Examples: Topics may include, but are not limited to, phoneme, morpheme, and grammar.</i>
SS.912.P.8.2	Discuss the relationship between language and thought. <i>Remarks and Examples: Topics may include, but are not limited to, Whorf's linguistic determinism theory.</i>
SS.912.P.8.3	Explain the process of language acquisition. <i>Remarks and Examples: Topics may include, but are not limited to, Noam Chomsky, B.</i>

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	<i>F. Skinner, babbling, one-word stage, two-word stage, association, imitation, and rewards.</i>
SS.912.P.8.4	Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
SS.912.P.8.5	Evaluate the theories of language acquisition. <i>Remarks and Examples: Examples may include, but are not limited to, environmental influences, neural networks, biological influences, nature and nurture, influence of culture, and bilingualism.</i>
SS.912.P.8.6	Identify the brain structures associated with language. <i>Remarks and Examples: Examples may include, but are not limited to, Broca's area and Wernicke's area.</i>
SS.912.P.8.7	Discuss how damage to the brain may affect language. <i>Remarks and Examples: Topics may include, but are not limited to, aphasia.</i>
SS.912.P.11.1	Identify factors that influence encoding. <i>Remarks and Examples: Examples may include, but are not limited to, list position, distributed v. mass rehearsal, semantic encoding, visual encoding, mnemonic devices, chunking and hierarchy.</i>
SS.912.P.11.2	Characterize the difference between shallow (surface) and deep (elaborate) processing.
SS.912.P.11.3	Discuss strategies for improving the encoding of memory.
SS.912.P.11.4	Describe the differences between working memory and long-term memory.
SS.912.P.11.5	Identify and explain biological processes related to how memory is stored. <i>Remarks and Examples: Examples may include, but are not limited to, sensory memory, long term potentiation, explicit memories, and implicit memories.</i>
SS.912.P.11.6	Discuss types of memory and memory disorders (e.g., amnesias, dementias). <i>Remarks and Examples: Examples may also include, but are not limited to, sensory, short-term, working, long-term, Alzheimer's disease, brain injury, Huntington's disease, Parkinson's disease, and stress.</i>
SS.912.P.11.7	Discuss strategies for improving the storage of memories.
SS.912.P.11.8	Analyze the importance of retrieval cues in memory. <i>Remarks and Examples: Examples may include, but are not limited to, recall, recollection, recognition, and relearning.</i>
SS.912.P.11.9	Explain the role that interference plays in retrieval. <i>Remarks and Examples: Examples may include, but are not limited to, proactive interference and retroactive interference.</i>
SS.912.P.11.10	Discuss the factors influencing how memories are retrieved. <i>Remarks and examples: Topics may include, but are not limited to, context theory and state-dependent memory.</i>
SS.912.P.11.11	Explain how memories can be malleable. <i>Remarks and Examples: Topics may include, but are not limited to, the Loftus studies.</i>
SS.912.P.11.12	Discuss strategies for improving the retrieval of memories.
SS.912.P.12.1	Define cognitive processes involved in understanding information. <i>Remarks and Examples: Examples may include, but are not limited to, encoding, storage, and retrieval.</i>
SS.912.P.12.2	Define processes involved in problem solving and decision making. <i>Remarks and Examples: Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</i>
SS.912.P.12.3	Discuss non-human problem-solving abilities.

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SS.912.P.12.4	Describe obstacles to problem solving. <i>Remarks and Examples: Examples may include, but are not limited to, fixation and functional fixedness.</i>
SS.912.P.12.5	Describe obstacles to decision making. <i>Remarks and Examples: Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</i>
SS.912.P.12.6	Describe obstacles to making good judgments. <i>Remarks and Examples: Examples may include, but are not limited to, framing and belief perseverance.</i>
SS.912.P.16.1	Evaluate psychodynamic theories.
SS.912.P.16.2	Evaluate trait theories.
SS.912.P.16.3	Evaluate humanistic theories.
SS.912.P.16.4	Evaluate social-cognitive theories.
SS.912.P.16.5	Differentiate personality assessment techniques. <i>Remarks and Examples: Topics may include, but are not limited to Freud, Adler, Jung, Horney, thematic appreciation test, and Rorschach inkblot test.</i>
SS.912.P.16.6	Discuss the reliability and validity of personality assessment techniques.
SS.912.P.16.7	Discuss biological and situational influences on personality.
SS.912.P.16.8	Discuss stability and change as they relate to personality.
SS.912.P.16.9	Discuss connection to health and work on personality.
SS.912.P.16.10	Discuss self-concept.
SS.912.P.16.11	Analyze how individualistic and collectivistic cultural perspectives relate to personality.
SS.912.P.17.1	Define psychologically abnormal behavior.
SS.912.P.17.2	Describe historical and cross-cultural views of abnormality. <i>Remarks and Examples: Topics may include, but are not limited to, trepanning.</i>
SS.912.P.17.3	Describe major models of abnormality. <i>Remarks and Examples: Examples may include, but are not limited to, medical model and bio-psycho-social model</i>
SS.912.P.17.4	Discuss how stigma relates to abnormal behavior.
SS.912.P.17.5	Discuss the impact of psychological disorders on the individual, family, and society.
SS.912.P.17.6	Describe the classification of psychological disorders. <i>Remarks and Examples: Topics may include, but are not limited to, the DSM-IV-TR.</i>
SS.912.P.17.7	Discuss the challenges associated with diagnosis.
SS.912.P.17.8	Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, dissociative disorders, and personality disorders). <i>Remarks and Examples: Examples may also include, but are not limited to, schizophrenia, and post-traumatic stress disorder (PTSD).</i>
SS.912.P.17.9	Evaluate how different factors influence an individual's experience of psychological disorders.
SS.912.P.18.1	Explain how psychological treatments have changed over time and among cultures.
SS.912.P.18.2	Match methods of treatment to psychological perspectives.
SS.912.P.18.3	Explain why psychologists use a variety of treatment options.
SS.912.P.18.4	Identify biomedical treatments. <i>Remarks and Examples: Examples may include, but are not limited to, aversive conditioning, drug therapy, electroconvulsive therapy, and psychosurgery.</i>
SS.912.P.18.5	Identify psychological treatments.

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	<i>Remarks and Examples: Topics studied may include, but are not limited to, psychotherapy, psychoanalysis, client-centered therapy, active listening, behavior therapy, systematic desensitization, token economy, cognitive therapy, family therapy, therapeutic touch therapy, and light exposure therapy.</i>
SS.912.P.18.6	Evaluate the efficacy of treatments for particular disorders.
SS.912.P.18.7	Identify factors that improve the efficacy of treatment.
SS.912.P.18.8	Identify treatment providers for psychological disorders and the training required for each.
SS.912.P.18.9	Identify ethical challenges involved in delivery of treatment.
SS.912.P.18.10	Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).
SS.912.P.19.1	Define stress as a psychophysiological reaction.
SS.912.P.19.2	Identify and explain potential sources of stress. <i>Remarks and Examples: Examples may include, but are not limited to, physical illness, major work or family events, debt, unemployment, lack of ability to accept uncertainty, negativity, perfectionism, low self-esteem, and loneliness.</i>
SS.912.P.19.3	Explain physiological and psychological consequences of stress for health.
SS.912.P.19.4	Identify and explain physiological, cognitive, and behavioral strategies to deal with stress. <i>Remarks and Examples: Examples may include, but are not limited to healthy lifestyles, positive experiences, sense of well-being, and overcoming illness-related behaviors.</i>
SS.912.P.19.5	Identify ways to promote mental health and physical fitness.
SS.912.P.19.6	Describe the characteristics of and factors that promote resilience and optimism.
SS.912.P.19.7	Distinguish between effective and ineffective means of dealing with stressors and other health issues.
<b>LAFS.RH.1</b>	<b>Key Ideas and Details</b>
LAFS.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.RH.1.2	Determine the central ideas of information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<b>LAFS.RH.2</b>	<b>Craft and Structure</b>
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 studies.
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.
<b>LAFS.910.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
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.
<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
LAFS.910.WHST.1.1	Write arguments focused on <i>discipline-specific content</i> .

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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).
<b>LAFS.910.WHST.2</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one,

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	in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i> , 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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.6	Attend to precision.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
MAFS.912.S-IC.2	Make inferences and justify conclusions from sample surveys, experiments and observational studies.
<b>HE.912.C.2.4</b>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
SS.912.C.3.1:	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.
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.3.14:	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.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

SS.912.W.1.3:  
SS.912.W.1.4:  
SS.912.W.1.6:  
HE.912.C.2.4

Interpret and evaluate primary and secondary sources.  
Explain how historians use historical inquiry and other sciences to understand the past.  
Evaluate the role of history in shaping identity and character.  
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

DRAFT

**GENERAL INFORMATION**

<b>Course Number:</b>	2107310
<b>Course Title:</b>	Psychology 2
<b>Course Abbreviated Title:</b>	PSYCH 2
<b>Number of Credits:</b>	0.5
<b>Course Length:</b>	Semester
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft – Pending State Board approval

**General Notes :**

**Psychology 2** – Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

**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:**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.912.P.2.1	Describe the scientific method and its role in psychology.
SS.912.P.2.2	Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.
SS.912.P.2.3	Define systematic procedures used to improve the generalizability of research

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	findings. <i>Remarks and Examples: Examples may also include, but are not limited to internal validity, external validity, control of confounding variables, and reliability.</i>
SS.912.P.2.4	Discuss how and why psychologists ethically use non-human animals in research.
SS.912.P.2.5	Identify ethical standards psychologists must address regarding research with human participants. <i>Remarks and Examples: Examples may include, but are not limited to, informed consent of participants, protection of participants from harm and discomfort, protection of participants' privacy, and debriefing.</i>
SS.912.P.2.6	Identify ethical guidelines psychologists must address regarding research with non-human animals. <i>Remarks and Examples: Examples may include, but are not limited to, justification of the research, informed personnel, and provision for safety and well-being of non-human research animals.</i>
SS.912.P.2.7	Define descriptive statistics and explain how they are used by psychological scientists.
SS.912.P.2.8	Define forms of qualitative data and quantitative data; explain how they are used by psychological scientists. <i>Remarks and Examples: Examples may include, but are not limited to, correlations and coding of interview data.</i>
SS.912.P.2.9	Define correlation coefficients and explain their appropriate interpretation.
SS.912.P.2.10	Interpret graphical representations of data as used in both quantitative and qualitative methods. <i>Remarks and Examples: Examples may include, but are not limited to, scatterplots.</i>
SS.912.P.2.11	Explain other statistical concepts, such as statistical significance and effect size. <i>Remarks and Examples: Examples may also include, but are not limited to, inferential statistics, comparative statistics, and statistical inference.</i>
SS.912.P.2.12	Explain how validity and reliability of observations and measurements relate to data analysis.
SS.912.P.3.1	Identify the major divisions and subdivisions of the human nervous system. <i>Remarks and Examples: Examples may include, but are not limited to, central nervous system, peripheral nervous system, brain, spinal cord, somatic nervous system, autonomic nervous system, sympathetic division, and parasympathetic division.</i>
SS.912.P.3.2	Identify the parts of the neuron and describe the basic process of neural transmission. <i>Remarks and Examples: Examples may include, but are not limited to, dendrites, soma, axon, neural impulse, myelin sheath, and terminal branches of the axon.</i>
SS.912.P.3.3	Differentiate between the structures and functions of the various parts of the central nervous system.
SS.912.P.3.4	Describe lateralization of brain functions.
SS.912.P.3.5	Discuss the mechanisms and the importance of plasticity of the nervous system.
SS.912.P.3.6	Describe how the endocrine glands are linked to the nervous system, the effects of hormones on behavior as well as on the immune system. <i>Remarks and Examples: Examples may include, but are not limited to, hormones, pituitary gland, thyroid gland, adrenal gland.</i>
SS.912.P.3.7	Describe concepts in genetic transmission. <i>Remarks and Examples: Concepts may include, but are not limited to, mutation, natural selection, identical twins, fraternal twins, and heritability.</i>
SS.912.P.3.8	Describe the interactive effects of heredity and environment and how evolved tendencies influence behavior.

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SS.912.P.3.9	Identify tools used to study the nervous system. <i>Remarks and Examples: Examples may include, but are not limited to, CAT scan, MRI, fMRI, EEG imaging, and PET scan.</i>
SS.912.P.3.10	Describe advances made in neuroscience and genetics and issues related to those advances. <i>Remarks and Examples: Examples may include, but are not limited to, Broca's discovery of the seat of language, the work of Alois Alzheimer, Otto Loewi's work with neurons, Walter Cannon's description of "fight or flight," and the concept of neuroplasticity.</i>
SS.912.P.4.1	Discuss processes of sensation and perception and how they interact.
SS.912.P.4.2	Explain the concepts of threshold and adaptation.
SS.912.P.4.3	List forms of physical energy for which humans and non-human animals do and do not have sensory receptors. <i>Remarks and Examples: Examples may include, but are not limited to, light, heat, wind and chemical substances.</i>
SS.912.P.4.4	Describe the visual sensory system.
SS.912.P.4.5	Describe the auditory sensory system.
SS.912.P.4.6	Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).
SS.912.P.4.7	Explain Gestalt principles of perception. <i>Remarks and Examples: Examples may include, but are not limited to, similarity, proximity, closure, and continuity.</i>
SS.912.P.4.8	Describe binocular and monocular depth cues.
SS.912.P.4.9	Describe the purpose of perceptual constancies.
SS.912.P.4.10	Describe perceptual illusions.
SS.912.P.4.11	Describe the nature of attention.
SS.912.P.4.12	Explain how experiences and expectations influence perception.
SS.912.P.5.1	Identify states of consciousness. <i>Remarks and Examples: Examples may include, but are not limited to, consciousness, sleep, dreams, hypnotic states, meditative states, and drug-induced states.</i>
SS.912.P.5.2	Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit).
SS.912.P.5.3	Describe the sleep cycle as well as the circadian rhythm and its relation to sleep. <i>Remarks and examples: Examples may include, but are not limited to, Stage 1 sleep, Stage 2 sleep, Stage 3 sleep, Stage 4 sleep, and REM sleep.</i>
SS.912.P.5.4	Compare theories about the functions of sleep. <i>Remarks and Examples: Examples may include, but are not limited to, Repair and Restoration Theory, Evolutionary Theory, and Information Consolidation Theory.</i>
SS.912.P.5.5	Describe types of sleep disorders. <i>Remarks and Examples: Examples may include, but are not limited to, insomnia, sleep apnea, narcolepsy, somnambulism, night terrors, bruxism enuresis, and myoclonus.</i>
SS.912.P.5.6	Compare theories about the functions of dreams. <i>Remarks and Examples: Examples may include, but are not limited to, psychoanalytic theory, and activation-synthesis model.</i>
SS.912.P.5.7	Characterize the major categories of psychoactive drugs and their effects. <i>Remarks and Examples: Examples may include, but are not limited to, depressants, opiates, stimulants, hallucinogens, and marijuana.</i>
SS.912.P.5.8	Describe hypnosis and controversies surrounding its nature and use.

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	<i>Remarks and Examples: Examples may include, but are not limited to, dissociated consciousness.</i>
SS.912.P.5.9	Describe flow states.
SS.912.P.9.1	Describe attributional explanations of behavior.
SS.912.P.9.2	Describe the relationship between attitudes (implicit and explicit) and behavior.
SS.912.P.9.3	Identify persuasive methods used to change attitudes. <i>Remarks and Examples: Examples may include, but are not limited to, compliance, identification, internalization, emotion-based change.</i>
SS.912.P.9.4	Describe the power of the situation. <i>Remarks and Examples: Examples may include, but are not limited to, the Zimbardo study and the Milgram study.</i>
SS.912.P.9.5	Describe effects of others' presence on individuals' behavior. <i>Remarks and Examples: Examples may include, but are not limited to, altruism, groupthink, feral children, Genie Wiley, the bystander effect, and Kitty Genovese.</i>
SS.912.P.9.6	Describe how group dynamics influence behavior. <i>Remarks and Examples: Topics may include, but are not limited to, Asch experiment, deindividuation, group polarization, and in-group bias.</i>
SS.912.P.9.7	Discuss how an individual influences group behavior. <i>Remarks and Examples: Topics may include, but are not limited to, minority influence.</i>
SS.912.P.9.8	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
SS.912.P.9.9	Describe determinants of prosocial behavior. <i>Remarks and Examples: Examples may include, but are not limited to, genetic factors, social exchange theory, personal qualities, and situational determinants.</i>
SS.912.P.9.10	Discuss influences upon aggression and conflict. <i>Remarks and Examples: Examples may include, but are not limited to, genetics, the nervous system, and biochemistry.</i>
SS.912.P.9.11	Discuss factors influencing attraction and relationships. <i>Remarks and Examples: Examples may include, but are not limited to, proximity, physical attractiveness, and similarity.</i>
SS.912.P.10.1	Define culture and diversity.
SS.912.P.10.2	Identify how cultures change over time and vary within nations and internationally.
SS.912.P.10.3	Discuss the relationship between culture and conceptions of self and identity.
SS.912.P.10.4	Discuss psychological research examining race and ethnicity.
SS.912.P.10.5	Discuss psychological research examining socioeconomic status.
SS.912.P.10.6	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
SS.912.P.10.7	Discuss psychological research examining gender identity.
SS.912.P.10.8	Discuss psychological research examining diversity in sexual orientation.
SS.912.P.10.9	Compare and contrast gender identity and sexual orientation.
SS.912.P.10.10	Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.
SS.912.P.10.11	Discuss the psychological research on gender and how the roles of women and men in societies are perceived. <i>Remarks and Examples: Topics may include, but are not limited to, schema.</i>
SS.912.P.10.12	Examine how stereotypes and individual's expectations affect how minority and majority groups in society are treated. <i>Remarks and Examples: Topics may include, but are not limited to, schema.</i>
SS.912.P.10.13	Discuss psychological research examining differences in individual cognitive and

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	physical abilities.
SS.912.P.10.14	Examine societal treatment of people with disabilities and the effect of treatment by others on individual identity/status.
SS.912.P.13.1	Discuss intelligence as a general factor.
SS.912.P.13.2	Discuss alternative conceptualizations of intelligence. <i>Remarks and Examples: Examples may include, but are not limited to, Howard Gardner's theory of multiple intelligences, Daniel Goleman's theory of emotional intelligence, and Robert Sternberg's triarchic theory of intelligence.</i>
SS.912.P.13.3	Describe the extremes of intelligence.
SS.912.P.13.4	Discuss the history of intelligence testing, including historical use and misuse in the context of fairness. <i>Remarks and Examples: Topics may include, but are not limited to, Alfred Binet, Lewis Terman, David Weschler, mental age, chronological age, Stanford-Binet intelligence test, intelligence quotient, Weschler intelligence scales.</i>
SS.912.P.13.5	Identify current methods of assessing human abilities. <i>Remarks and Examples: Examples may include, but are not limited to, individual tests, group tests, achievement tests, and aptitude tests.</i>
SS.912.P.13.6	Identify measures of and data on reliability and validity for intelligence test scores. <i>Remarks and Examples: Examples may include, but are not limited to, test and retest reliability, alternate form reliability, split-half reliability, content validity, predictive validity, face validity.</i>
SS.912.P.13.7	Discuss issues related to the implications of intelligence testing.
SS.912.P.13.8	Discuss the influences of biological, cultural, and environmental factors on intelligence.
SS.912.P.14.1	Explain biologically based theories of motivation. <i>Remarks and Examples: Topics may include, but are not limited to, arousal theories, Yerkes-Dodson Law, and homeostasis.</i>
SS.912.P.14.2	Explain cognitively based theories of motivation. <i>Remarks and Examples: Topics may include, but are not limited to, extrinsic motivation and intrinsic motivation.</i>
SS.912.P.14.3	Explain humanistic theories of motivation. <i>Remarks and Examples: Topics may include, but are not limited to, Maslow's Hierarchy of Needs, achievement motivation, hunger, and eating disorders.</i>
SS.912.P.14.4	Explain the role of culture in human motivation.
SS.912.P.14.5	Discuss eating behavior.
SS.912.P.14.6	Discuss sexual behavior and orientation. <i>Remarks and Examples: Topics may include, but are not limited to, the LeVay study.</i>
SS.912.P.14.7	Discuss achievement motivation.
SS.912.P.14.8	Discuss other ways in which humans and non-human animals are motivated.
SS.912.P.15.1	Explain the biological and cognitive components of emotion. <i>Remarks and Examples: Examples may include, but are not limited to, physiological activation, expressive behaviors, and conscious experience.</i>
SS.912.P.15.2	Discuss psychological research on basic human emotions.
SS.912.P.15.3	Differentiate among theories of emotional experience. <i>Remarks and Examples: James-Lange Theory, Cannon-Bard Theory, Schacter's Two-</i>

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	<i>Factor Theory, and Richard Lazarus.</i>
SS.912.P.15.4	Explain how biological factors influence emotional interpretation and expression. <i>Remarks and Examples: Examples may include, but are not limited to, Ekman's facial studies.</i>
SS.912.P.15.5	Explain how culture and gender influence emotional interpretation and expression. <i>Remarks and Examples: Examples may include, but are not limited to, display rules.</i>
SS.912.P.15.6	Explain how other environmental factors influence emotional interpretation and expression.
SS.912.P.15.7	Identify biological and environmental influences on the expression and experience of negative emotions, such as fear. <i>Remarks and Examples: Topics may include, but are not limited to, autonomic nervous system.</i>
SS.912.P.15.8	Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.
SS.912.P.20.1	Identify careers in psychological science and practice. <i>Remarks and Examples: Examples may include, but are not limited to, biological psychologist, social psychologist, developmental psychologist, and cognitive psychologist.</i>
SS.912.P.20.2	Identify resources to help select psychology programs for further study. <i>Remarks and Examples: Examples may include, but are not limited to the Occupational Outlook Handbook and the American Psychological Association website.</i>
SS.912.P.20.3	Identify degree requirements for psychologists and psychology-related careers. <i>Remarks and Examples: Examples may include, but are not limited to, bachelor's degree, master's degree, Ph.D., and Psy.D.</i>
SS.912.P.20.4	Identify careers related to psychology.
SS.912.P.20.5	Discuss ways in which psychological science addresses domestic and global issues.
SS.912.P.20.6	Identify careers in psychological science that have evolved as a result of domestic and global issues.
<b>LAFS.RH.1</b>	<b>Key Ideas and Details</b>
LAFS.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.RH.1.2	Determine the central ideas of information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<b>LAFS.RH.2</b>	<b>Craft and Structure</b>
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 studies.
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.
<b>LAFS.910.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
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.

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<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
LAFS.910.WHST.1.1	Write arguments focused on <i>discipline-specific content</i> .
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).
<b>LAFS.910.WHST.2</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4</b>	<b>Range of Writing</b>
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.

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<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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 <i>grades 9-10 topics, texts, and issues</i> , 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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.6	Attend to precision.
<b>MAFS.912.S-ID.1</b>	<b>Summarize, represent, and interpret data on a single count or measurement variable.</b>
MAFS.912.S-ID.1.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
MAFS.912.S-ID.1.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
MAFS.912.S-ID.1.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
<b>MAFS.912.S-ID.2</b>	<b>Summarize, represent, and interpret data on two categorical and quantitative</b>

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	<b>variables.</b>
MAFS.912.S-ID-2.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
<b>MAFS.912.S-ID.3</b>	<b>Interpret linear models</b>
MAFS.912.S-ID.3.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
MAFS.912.S-ID.3.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.
MAFS.912.S-ID.3.9	Distinguish between correlation and causation.
<b>MAFS.912.S-IC.2</b>	<b>Make inferences and justify conclusions from sample surveys, experiments, and observational studies</b>
MAFS.912.S-IC.2.3	Recognize the purposes of and differences among samples surveys, experiments, and observational studies; explain how randomization relates to each.
MAFS.912.S-IC.2.4	Use data from a sample survey to estimate a population, mean or proportion; develop a margin of error through the use of simulation models for random sampling.
MAFS.912.S-IC.2.5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
MAFS.912.S-IC.2.6	Evaluate reports based on data.
<b>HE.912.C.2.4</b>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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## GENERAL INFORMATION

Course Number:	2108300
Course Title:	Sociology
Course Abbreviated Title:	SOCIOLOGY
Number of Credits:	0.5
Course Length:	Semester
Course Type:	Elective
Course Level:	2
Status:	Draft – Pending State Board approval

### General Notes:

**Sociology** –Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

**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:

BENCHMARK CODE	BENCHMARK
SS.912.S.1.1	Discuss the development of the field of sociology as a social science.
SS.912.S.1.2	Identify early leading theorists within social science. <i>Remarks and Examples: Examples may include, but are not limited to, Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, Harriet Martineau, W.E.B. DuBois, and Karl Marx.</i>

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SS.912.S.1.3	Compare sociology with other social science disciplines.
SS.912.S.1.4	Examine various points of view on social issues.
SS.912.S.1.5	Evaluate various types of sociologic research methods.
SS.912.S.1.6	Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
SS.912.S.1.7	Determine the difference between correlation and cause and effect and assess the extent to which sociology can identify cause and effect relationships.
SS.912.S.1.8	Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.
SS.912.S.1.9	Develop a working definition of sociology that has personal application.
SS.912.S.2.1	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.2	Explain the differences between a culture, a society and a nation.
SS.912.S.2.3	Recognize the influences of genetic inheritance and culture on human behavior.
SS.912.S.2.4	Give examples of subcultures and describe what makes them distinctive.
SS.912.S.2.5	Compare social norms among various subcultures.
SS.912.S.2.6	Identify the factors that promote cultural diversity within the United States. <i>Remarks and Examples: Examples may include, but are not limited to, immigration, social class, and political orientations.</i>
SS.912.S.2.7	Explain how various cultural orientations encourage differences in people’s behavior. <i>Remarks and Examples: Examples may include, but are not limited to, the way religious ethics generate different orientations toward work and achievement.</i>
SS.912.S.2.8	Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
SS.912.S.2.9	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.S.2.10	Identify both rights and responsibilities the individual has to the group.
SS.912.S.2.11	Demonstrate democratic approaches to managing disagreements and resolving conflicts within a culture. <i>Remarks and Examples: Examples may include, but are not limited to, persuasion, compromise, debate, and negotiation.</i>
SS.912.S.2.12	Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community.
SS.912.S.3.1	Identify social class levels in U.S. society and describe how social standing is linked to both patterns of thinking and patterns of behavior. <i>Remarks and Examples: Examples may include, but are not limited to, upper class, middle class, lower class, professional, blue collar, and unemployed.</i>
SS.912.S.3.2	Explain how roles and role expectations can lead to role conflict and role strain. <i>Remarks and Examples: Examples may include, but are not limited to, work and family, gender roles, behavior linked to age.</i>
SS.912.S.3.3	Examine and analyze various points of view relating to historical and current events.
SS.912.S.4.1	Describe how individuals are affected by the different social groups to which they belong.
SS.912.S.4.2	Identify major characteristics of social groups familiar to the students.
SS.912.S.4.3	Examine the ways that groups function, such as roles, interactions and leadership.
SS.912.S.4.4	Discuss the social norms of at least two groups to which the student belongs.
SS.912.S.4.5	Analyze what can occur when the rules of behavior are broken, and analyze the

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	possible consequences for unacceptable behavior.
SS.912.S.4.6	Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.
SS.912.S.4.7	Discuss the concept of deviance and how society both encourages and discourages deviant behavior using social control.
SS.912.S.4.8	Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.
SS.912.S.4.9	Discuss how formal organizations influence behavior of their members. <i>Remarks and Examples: Examples may include, but are not limited to, churches, synagogues, and mosques, political parties, and fraternal organizations.</i>
SS.912.S.4.10	Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture. <i>Remarks and Examples: Examples may include, but are not limited to, forced vs. voluntary assimilations, association with different groups, interaction within a cultural community, adaptation within families due to education.</i>
SS.912.S.4.11	Discuss how humans interact in a variety of social settings.
SS.912.S.4.12	Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.
SS.912.S.4.13	Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.
SS.912.S.5.1	Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society. <i>Remarks and Examples: Examples may include, but are not limited to, familial, religious, educational, economic, and political institutions.</i>
SS.912.S.5.2	Discuss the concept of political power and factors that influence political power. <i>Remarks and Examples: Examples may include, but are not limited to, social class, racial and ethnic group memberships, cultural group, gender, and age.</i>
SS.912.S.5.3	Discuss how societies recognize rites of passage. <i>Remarks and Examples: Examples may include, but are not limited to, Baptism or other religious ceremonies, school prom, graduation, marriage, and retirement.</i>
SS.912.S.5.4	Investigate and assess stereotypes of the various United States subcultures, such as "American Indian," "American cowboys," teenagers," "Americans," "gangs," and "hippies," from a world perspective.
SS.912.S.5.5	Define ethnocentrism and cultural relativism and explain how they can be beneficial or destructive to a culture.
SS.912.S.5.6	Identify the factors that influence change in social norms over time.
SS.912.S.5.7	Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.
SS.912.S.5.8	Analyze the primary and secondary groups common to different age groups in society.
SS.912.S.5.9	Conduct research and analysis on an issue associated with social structure or social institutions.
SS.912.S.5.10	Identify both rights and responsibilities the individual has to primary and secondary groups.
SS.912.S.5.11	Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution. <i>Remarks and Examples: Examples may include, but are not limited to, persuasion, compromise, debate, and negotiation.</i>
SS.912.S.5.12	Explain how roles and role expectations can lead to role conflict.

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SS.912.S.6.1	Describe how and why societies change over time.
SS.912.S.6.2	Examine various social influences that can lead to immediate and long-term changes. <i>Remarks and Examples: Examples may include, but are not limited to, natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, war, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration.</i>
SS.912.S.6.3	Describe how collective behavior can influence and change society. <i>Remarks and Examples: Examples may include, but are not limited to, fashion, fads, rumors, mobs, riots, and organized protests leading to governmental change in policy such as the civil rights movement, feminist movement or gay rights movement.</i>
SS.912.S.6.4	Examine how technological innovations and scientific discoveries have influenced major social institutions. <i>Remarks and Examples: Examples may include, but are not limited to, the ways genetic technology has changed the meaning of “parenting” and “family.”</i>
SS.912.S.6.5	Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.
SS.912.S.6.6	Describe how the role of the mass media has changed over time and project what changes might occur in the future.
SS.912.S.6.7	Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world. <i>Remarks and Examples: Examples may include, but are not limited to, the March on Washington (1963) vs. 1960s race riots.</i>
SS.912.S.6.8	Investigate the consequences in society as result of changes.
SS.912.S.6.9	Trace the development of the use of a specific type of technology in the community. <i>Remarks and Examples: Examples may include, but are not limited to, access to computers at school and home, and cellular phones.</i>
SS.912.S.6.10	Propose a plan to improve a social structure, and design the means needed to implement the change.
SS.912.S.6.11	Cite examples of the use of technology in social research.
SS.912.S.6.12	Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.
SS.912.S.7.1	Identify characteristics of a “social” problem, as opposed to an “individual” problem.
SS.912.S.7.2	Describe how social problems have changed over time. <i>Remarks and Examples: Examples may include, but are not limited to, juvenile delinquency, crime, poverty, and discrimination.</i>
SS.912.S.7.3	Explain how patterns of behavior are found with certain social problems. <i>Remarks and Examples: Examples may include, but are not limited to, juvenile offenses, such as gang membership, crime, sexual behavior, and teen pregnancy, are found in the histories of adult criminals.</i>
SS.912.S.7.4	Discuss the implications of social problems for society. <i>Remarks and Examples: Examples may include, but are not limited to, drug addiction, child abuse, school dropout rates, and unemployment.</i>
SS.912.S.7.5	Examine how individual and group responses are often associated with social problems. <i>Remarks and Examples: Examples may include, but are not limited to, “But everyone else is doing it” and “If I ignore it, it will go away.”</i>
SS.912.S.7.6	Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.

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SS.912.S.7.7	Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.
SS.912.S.7.8	Design and carry out school- and community-based projects to address a local aspect of a social problem.
SS.912.S.8.1	Describe traditions, roles, and expectations necessary for a community to continue.
SS.912.S.8.2	Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.
SS.912.S.8.3	Discuss theories that attempt to explain collective behavior. <i>Remarks and Examples: Examples may include, but are not limited to, contagion theory and convergence theory.</i>
SS.912.S.8.4	Define a social issue to be analyzed.
SS.912.S.8.5	Examine factors that could lead to the breakdown and disruption of an existing community.
SS.912.S.8.6	Discuss the impact of leaders of different social movements. <i>Remarks and Examples: Examples may include, but are not limited to, Gandhi, Hitler, Martin Luther King, Jr., and Susan B. Anthony.</i>
SS.912.S.8.7	Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior. <i>Remarks and Examples: Examples may include, but are not limited to, news media and advertisements.</i>
SS.912.S.8.8	Discuss both the benefits and social costs of collective behavior in society.
SS.912.S.8.9	Identify a community social problem and discuss appropriate actions to address the problem.
SS.912.S.8.10	Investigate how incorrect communications, such as rumors or gossip, can influence group behavior. <i>Remarks and Examples: Examples may include, but are not limited to, Orson Welles "The War of the Worlds" radio broadcast, and rumors in the mass media, on the internet, or in the community.</i>
<b>LAFS.RH.1</b>	<b>Key Ideas and Details</b>
LAFS.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.RH.1.2	Determine the central ideas of information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<b>LAFS.RH.2</b>	<b>Craft and Structure</b>
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 studies.
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.
<b>LAFS.910.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
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.
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<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
LAFS.910.WHST.1.1	Write arguments focused on <i>discipline-specific content</i> .
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).
<b>LAFS.910.WHST.2</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>

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## GENERAL INFORMATION

<b>Course Number:</b>	2109310
<b>Course Title:</b>	World History
<b>Course Abbreviated Title:</b>	WORLD HIST
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	World History (WH)
<b>General Notes:</b>	<b>World History 9-12 Course</b> – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

**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
<b>LAFS.910.RH.1</b>	<b>Key Ideas and Details</b>

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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.
<b>LAFS.910.RH.2</b>	<b>Craft and Structure</b>
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.
<b>LAFS.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
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.
<b>LAFS.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
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.
<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.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.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.
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.

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SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.8:	Identify important figures associated with the Crusades.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16:	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.9:	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

- SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
- SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
- SS.912.W.4.15: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
- SS.912.W.5.1: Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
- SS.912.W.5.2: Identify major causes of the Enlightenment.
- SS.912.W.5.3: Summarize the major ideas of Enlightenment philosophers.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
- SS.912.W.5.5: Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
- SS.912.W.5.6: Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
- SS.912.W.5.7: Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
- SS.912.W.6.1: Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
- SS.912.W.6.2: Summarize the social and economic effects of the Industrial Revolution.
- SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
- SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
- SS.912.W.6.5: Summarize the causes, key events, and effects of the unification of Italy and Germany.
- SS.912.W.6.6: Analyze the causes and effects of imperialism.
- SS.912.W.6.7: Identify major events in China during the 19th and early 20th centuries related to imperialism.
- SS.912.W.7.1: Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
- SS.912.W.7.2: Describe the changing nature of warfare during World War I.
- SS.912.W.7.3: Summarize significant effects of World War I.
- SS.912.W.7.4: Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
- SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
- SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
- SS.912.W.7.7: Trace the causes and key events related to World War II.

SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.9:	Identify the wartime strategy and post-war plans of the Allied leaders.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
SS.912.W.7.11:	Describe the effects of World War II.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
SS.912.W.8.2:	Describe characteristics of the early Cold War.
SS.912.W.8.3:	Summarize key developments in post-war China.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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 <i>grades 9-10 topics, texts, and issues</i> , 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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.6	Attend to precision.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
MAFS.912.S-IC.2	Make inferences and justify conclusions from sample surveys, experiments and observational studies.
<b>HE.912.C.2.4</b>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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## GENERAL INFORMATION

<b>Course Number:</b>	2109315
<b>Course Title:</b>	World History for Credit Recovery
<b>Course Abbreviated Title:</b>	WORLD HIST CR
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Varies
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>General Notes:</b>	<b>World History 9-12 Course</b> – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

**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.

<b>Special Note:</b>	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.
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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.

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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.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.

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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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>



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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.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.

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- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
- SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.
- SS.912.H.1.3: Relate works in the arts to various cultures.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- SS.912.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.
- 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.

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- SS.912.W.2.17: Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
- SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- SS.912.W.2.19: Describe the impact of Japan's physiography on its economic and political development.
- SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.
- SS.912.W.2.21: Compare Japanese feudalism with Western European feudalism during the Middle Ages.
- SS.912.W.2.22: Describe Japan's cultural and economic relationship to China and Korea.
- SS.912.W.3.1: Discuss significant people and beliefs associated with Islam.
- SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- SS.912.W.3.3: Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
- SS.912.W.3.4: Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
- SS.912.W.3.5: Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
- SS.912.W.3.6: Describe key economic, political, and social developments in Islamic history.
- SS.912.W.3.7: Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
- SS.912.W.3.8: Identify important figures associated with the Crusades.
- SS.912.W.3.9: Trace the growth of major sub-Saharan African kingdoms and empires.
- SS.912.W.3.10: Identify key significant economic, political, and social characteristics of Ghana.
- SS.912.W.3.11: Identify key figures and significant economic, political, and social characteristics associated with Mali.
- SS.912.W.3.12: Identify key figures and significant economic, political, and social characteristics associated with Songhai.
- SS.912.W.3.13: Compare economic, political, and social developments in East, West, and South Africa.
- SS.912.W.3.14: Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
- SS.912.W.3.15: Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
- SS.912.W.3.16: Locate major civilizations of Mesoamerica and Andean South America.
- SS.912.W.3.17: Describe the roles of people in the Maya, Inca, and Aztec societies.
- SS.912.W.3.18: Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
- SS.912.W.3.19: Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
- SS.912.W.4.1: Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
- SS.912.W.4.2: Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
- SS.912.W.4.3: Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
- SS.912.W.4.4: Identify characteristics of Renaissance humanism in works of art.
- SS.912.W.4.5: Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

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- SS.912.W.4.6: Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
- SS.912.W.4.7: Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
- SS.912.W.4.8: Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
- SS.912.W.4.9: Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
- SS.912.W.4.10: Identify the major contributions of individuals associated with the Scientific Revolution.
- SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
- SS.912.W.4.12: Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
- SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
- SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
- SS.912.W.4.15: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
- SS.912.W.5.1: Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
- SS.912.W.5.2: Identify major causes of the Enlightenment.
- SS.912.W.5.3: Summarize the major ideas of Enlightenment philosophers.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
- SS.912.W.5.5: Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
- SS.912.W.5.6: Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
- SS.912.W.5.7: Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
- SS.912.W.6.1: Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
- SS.912.W.6.2: Summarize the social and economic effects of the Industrial Revolution.
- SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
- SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
- SS.912.W.6.5: Summarize the causes, key events, and effects of the unification of Italy and Germany.
- SS.912.W.6.6: Analyze the causes and effects of imperialism.
- SS.912.W.6.7: Identify major events in China during the 19th and early 20th centuries related to imperialism.
- SS.912.W.7.1: Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

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- SS.912.W.7.2: Describe the changing nature of warfare during World War I.
- SS.912.W.7.3: Summarize significant effects of World War I.
- SS.912.W.7.4: Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
- SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
- SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
- SS.912.W.7.7: Trace the causes and key events related to World War II.
- SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
- SS.912.W.7.9: Identify the wartime strategy and post-war plans of the Allied leaders.
- SS.912.W.7.10: Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
- SS.912.W.7.11: Describe the effects of World War II.
- SS.912.W.8.1: Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
- SS.912.W.8.2: Describe characteristics of the early Cold War.
- SS.912.W.8.3: Summarize key developments in post-war China.
- SS.912.W.8.4: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
- SS.912.W.8.5: Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
- SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
- SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.
- SS.912.W.8.8: Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
- SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
- SS.912.W.8.10: Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
- SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
- SS.912.W.9.2: Describe the causes and effects of post-World War II economic and demographic changes.
- SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
- SS.912.W.9.4: Describe the causes and effects of twentieth century nationalist conflicts.
- SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

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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.

DRAFT

## GENERAL INFORMATION

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<b>Course Number:</b>	2109320
<b>Course Title:</b>	World History Honors
<b>Course Abbreviated Title:</b>	WORLD HIST HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	World History (WH)

**General Notes:** **World History 9-12 Course** – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

**Honors/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

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
<b>LAFS.910.RH.1</b>	<b>Key Ideas and Details</b>
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.
<b>LAFS.910.RH.2</b>	<b>Craft and Structure</b>
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.
<b>LAFS.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
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.
<b>LAFS.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
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.
<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
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.

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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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.

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**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.2.1:

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2:

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3:

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.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.
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.

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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.
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.

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- SS.912.W.4.6: Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
- SS.912.W.4.7: Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
- SS.912.W.4.8: Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
- SS.912.W.4.9: Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
- SS.912.W.4.10: Identify the major contributions of individuals associated with the Scientific Revolution.
- SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
- SS.912.W.4.12: Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
- SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
- SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
- SS.912.W.4.15: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
- SS.912.W.5.1: Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
- SS.912.W.5.2: Identify major causes of the Enlightenment.
- SS.912.W.5.3: Summarize the major ideas of Enlightenment philosophers.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
- SS.912.W.5.5: Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
- SS.912.W.5.6: Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
- SS.912.W.5.7: Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
- SS.912.W.6.1: Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
- SS.912.W.6.2: Summarize the social and economic effects of the Industrial Revolution.
- SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
- SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
- SS.912.W.6.5: Summarize the causes, key events, and effects of the unification of Italy and Germany.
- SS.912.W.6.6: Analyze the causes and effects of imperialism.
- SS.912.W.6.7: Identify major events in China during the 19th and early 20th centuries related to imperialism.
- SS.912.W.7.1: Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

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SS.912.W.7.2:	Describe the changing nature of warfare during World War I.
SS.912.W.7.3:	Summarize significant effects of World War I.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.9:	Identify the wartime strategy and post-war plans of the Allied leaders.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
SS.912.W.7.11:	Describe the effects of World War II.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
SS.912.W.8.2:	Describe characteristics of the early Cold War.
SS.912.W.8.3:	Summarize key developments in post-war China.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

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## GENERAL INFORMATION

<b>Course Number:</b>	2109330
<b>Course Title:</b>	African History
<b>Course Abbreviated Title:</b>	AFRICAN HIST
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>African History</b> – The grade 9-12 African History course consists of the following content area strands: World History, American History, Geography, Economics, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of Africa by examining the political, economic, social, religious, military and cultural events that affected the continent. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the continent including, but not limited to, the physical geography of Africa, prehistory on the African continent, early African civilizations and empires, traditional African religious tradition and cultures, colonialism in Africa, the evolution of political systems and philosophies in African societies and nations, African independence movements and nationalism, major historical figures and events in African history, and contemporary African affairs.

**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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**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**

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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

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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.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.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.E.3.1	Demonstrate the impact of inflation on world economies.
SS.912.E.3.3	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4	Assess the economic impact of negative and positive externalities on the international environment.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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.

DRAFT

## GENERAL INFORMATION

<b>Course Number:</b>	2109350
<b>Course Title:</b>	Contemporary History
<b>Course Abbreviated Title:</b>	CONTEMP HIST
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Contemporary History</b> – The grade 9-12 Contemporary History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the development of the contemporary world within the context of history in order to analyze current events. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Content should include, but is not limited to, world events and trends in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries with emphasis on the past two decades, historical antecedents of contemporary political, social, economic and religious issues, impact of religious thought on contemporary world issues, interaction among science, technology and society, influence of significant historical and contemporary, figures and events on the present, and projection of current trends and movements.  <b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

## 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:**

**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.

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**

LAFS.910.RH.2.4:

**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.

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:**

LAFS.910.RH.3.7:

**Integration of Knowledge and Ideas**

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:**

LAFS.910.RH.4.10:

**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.

**LAFS.910.WHST.1**

LAFS.910.WHST.1.1:

**Text Types and Purposes**

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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.

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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.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.

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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.2.10:	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.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## GENERAL INFORMATION

<b>Course Number:</b>	2109410
<b>Course Title:</b>	Jewish History
<b>Course Abbreviated Title:</b>	JEWISH HIST
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Jewish History</b> – The grade 9-12 Jewish History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the Jewish people by examining the political, economic, socio-cultural, religious, and military events that affected the religious and cultural group. Content will include, but is not limited to, the development of Jewish heritage, Jewish life before and after the revelation of the Torah, entrance into the Holyland, the Monarchy and Two Temple periods, Jewish life in America and Europe, Jewish life in Eastern Europe and the growth of Hasidic movement, the Holocaust, Zionism and the modern Jewish state.

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

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.
<b>LAFS.910.RH.2</b>	<b>Craft and Structure</b>
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.
<b>LAFS.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
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.
<b>LAFS.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
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.
<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.

## GENERAL INFORMATION

<b>Course Number:</b>	2109430
<b>Course Title:</b>	Holocaust
<b>Course Abbreviated Title:</b>	HOLOCAUST
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Holocaust</b> – The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.  <b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

## **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.
<b>LAFS.910.RH.2</b>	<b>Craft and Structure</b>
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.
<b>LAFS.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
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.
<b>LAFS.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
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.
<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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.

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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.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.7.3:	Summarize significant effects of World War I.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.9:	Identify the wartime strategy and post-war plans of the Allied leaders.
SS.912.W.7.11:	Describe the effects of World War II.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	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.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.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.1.3:	Evaluate how environment and personal health are interrelated.

## GENERAL INFORMATION

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<b>Course Number:</b>	2109810
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories»
<b>Course Title:</b>	Florida’s Pre-International Baccalaureate World History
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	FL PRE IB WORLD HIST
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Course Status:</b>	State Board Approved
<b>Graduation Requirements:</b>	World History (WH)

### 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.

### 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
<b>LAFS.910.RH.1</b>	<b>Key Ideas and Details</b>
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.
<b>LAFS.910.RH.2</b>	<b>Craft and Structure</b>
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.
<b>LAFS.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
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.
<b>LAFS.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
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.
<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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

LAFS.910.WHST.3.9:	research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
LAFS.910.WHST.4.10:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
LAFS.910.SL.1.1	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.1.1a	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.1.1b	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.1.1c	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.1.1d	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.1.2	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.1.3	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LAFS.910.SL.2.4	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
MAFS.K12.MP.1:	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.3:	Make sense of problems and persevere in solving them.
MAFS.K12.MP.5:	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.6:	Use appropriate tools strategically.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Attend to precision.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
MAFS.912.S-IC.2:	Summarize, represent and interpret data on a single count or measurement variable.
SS.912.G.1.1:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
SS.912.G.1.2:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
	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.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
- SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.
- SS.912.H.1.3: Relate works in the arts to various cultures.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- SS.912.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.
- SS.912.W.2.11: Describe the rise and achievements of significant rulers in medieval Europe.

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- 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.
- 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.

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- SS.912.W.4.1: Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
- SS.912.W.4.2: Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
- SS.912.W.4.3: Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
- SS.912.W.4.4: Identify characteristics of Renaissance humanism in works of art.
- SS.912.W.4.5: Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
- SS.912.W.4.6: Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
- SS.912.W.4.7: Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
- SS.912.W.4.8: Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
- SS.912.W.4.9: Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
- SS.912.W.4.10: Identify the major contributions of individuals associated with the Scientific Revolution.
- SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
- SS.912.W.4.12: Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
- SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
- SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
- SS.912.W.4.15: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
- SS.912.W.5.1: Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
- SS.912.W.5.2: Identify major causes of the Enlightenment.
- SS.912.W.5.3: Summarize the major ideas of Enlightenment philosophers.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
- SS.912.W.5.5: Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
- SS.912.W.5.6: Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
- SS.912.W.5.7: Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
- SS.912.W.6.1: Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
- SS.912.W.6.2: Summarize the social and economic effects of the Industrial Revolution.
- SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

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- SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
- SS.912.W.6.5: Summarize the causes, key events, and effects of the unification of Italy and Germany.
- SS.912.W.6.6: Analyze the causes and effects of imperialism.
- SS.912.W.6.7: Identify major events in China during the 19th and early 20th centuries related to imperialism.
- SS.912.W.7.1: Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
- SS.912.W.7.2: Describe the changing nature of warfare during World War I.
- SS.912.W.7.3: Summarize significant effects of World War I.
- SS.912.W.7.4: Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
- SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
- SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
- SS.912.W.7.7: Trace the causes and key events related to World War II.
- SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
- SS.912.W.7.9: Identify the wartime strategy and post-war plans of the Allied leaders.
- SS.912.W.7.10: Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
- SS.912.W.7.11: Describe the effects of World War II.
- SS.912.W.8.1: Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
- SS.912.W.8.2: Describe characteristics of the early Cold War.
- SS.912.W.8.3: Summarize key developments in post-war China.
- SS.912.W.8.4: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
- SS.912.W.8.5: Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
- SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
- SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.
- SS.912.W.8.8: Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
- SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
- SS.912.W.8.10: Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
- SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

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- 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.

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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
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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## GENERAL INFORMATION

<b>Course Number:</b>	2120710
<b>Course Title:</b>	Anthropology Honors (formerly 212071A)
<b>Course Abbreviated Title:</b>	ANTHRO HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Anthropology»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	3
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Anthropology Honors</b> – The grade 9-12 Anthropology Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

**Honors/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**

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:**

**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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.

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**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.

**MAFS.K12.MP**

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**

MAFS.912.S-ID.1:

**Interpreting Categorical and Quantitative Data**

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

**MAFS.912.S-IC**

MAFS.912.S-IC.2:

**Making Inferences and Justifying Conclusions**

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.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.

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

## **GENERAL INFORMATION**

<b>Course Number:</b>	2120910
<b>Course Title:</b>	Philosophy Honors
<b>Course Abbreviated Title:</b>	PHILOS HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Philosophy and Religion»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	3
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Philosophy Honors</b> – The grade 9-12 Philosophy Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

**Honors/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**

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:**

**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).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
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.
<b>LAFS.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
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.
<b>LAFS.910.WHST.4:</b>	<b>Range of Writing</b>
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.
<b>LAFS.910.SL.1</b>	<b>Comprehension and Collaboration</b>
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.
<b>LAFS.910.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
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.
<b>MAFS.K12.MP</b>	<b>Mathematical Practices</b>
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.
<b>MAFS.912.S-ID</b>	<b>Interpreting Categorical and Quantitative Data</b>
MAFS.912.S-ID.1:	Summarize, represent and interpret data on a single count or measurement variable.
<b>MAFS.912.S-IC</b>	<b>Making Inferences and Justifying Conclusions</b>
MAFS.912.S-IC.2:	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
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.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.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.1.5:	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.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.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.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

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SS.912.S.1.4  
HE.912.C.2.7

Examine various points of view on social issues.  
Analyze how culture supports and challenges health beliefs, practices, and behaviors.

DRAFT

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# Course: Philosophy Honors 2- 2120915

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4446>

## BASIC INFORMATION

<b>Course Number:</b>	2120915
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Social Studies, Philosophy and Religion, Philosophy Honors 2, PHILOS HON 2, Philosophy, Religion, Honors
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Social Studies <b>SubSubject:</b> Philosophy and Religion
<b>Course Title:</b>	Philosophy Honors 2
<b>Course Abbreviated Title:</b>	PHILOS HON 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<b>Philosophy Honors 2</b> – The grade 9-12 Philosophy Honors 2 course consists of the following content area strands: American History, World History, Humanities, Civics and Government. The primary content

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emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

**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).

### **Instructional Practices**

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

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

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## STANDARDS (54)

**LAFS.910.RH.1 Key Ideas and Details**

**LAFS.910.RH.2 Craft and Structure**

**LAFS.910.RH.3 Integration of Knowledge and Ideas**

**LAFS.910.RH.4 Range of Reading and Level of Text Complexity**

**LAFS.910.WHST.1 Text Types and Purposes**

**LAFS.910.WHST.2 Production and Distribution of Writing**

**LAFS.910.WHST.3 Research to Build and Present Knowledge**

**LAFS.910.WHST.4 Range of Writing**

**LAFS.910.SL.1 Comprehension and Collaboration**

**LAFS.910.SL.2 Presentation of Knowledge and Ideas**

**MAFS.K12.MP Mathematical Practices**

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

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

<p><a href="#"><u>HE.912.C.2.7:</u></a></p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors. Remarks/Examples</p> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<p><a href="#"><u>LAFS.910.RH.1.1:</u></a></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
<p><a href="#"><u>LAFS.910.RH.1.2:</u></a></p>	<p>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.</p>
<p><a href="#"><u>LAFS.910.RH.1.3:</u></a></p>	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
<p><a href="#"><u>LAFS.910.RH.2.4:</u></a></p>	<p>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.</p>
<p><a href="#"><u>LAFS.910.RH.2.5:</u></a></p>	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p><a href="#"><u>LAFS.910.RH.2.6:</u></a></p>	<p>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.</p>
<p><a href="#"><u>LAFS.910.RH.3.7:</u></a></p>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>

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<a href="#"><u>LAFS.910.RH.3.8:</u></a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#"><u>LAFS.910.RH.3.9:</u></a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#"><u>LAFS.910.RH.4.10:</u></a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce 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.</li> <li>b. 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.</li> <li>c. 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.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#"><u>LAFS.910.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic 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.</li> <li>b. 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.</li> <li>c. Use varied transitions and sentence structures to link the</li> </ol>

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	<p>major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <ul style="list-style-type: none"> <li>d. 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.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. 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).</li> </ul>
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>SS.912.C.4.3:</u></a>	Assess human rights policies of the United States and other countries.
<a href="#"><u>LAFS.910.WHST.2.5:</u></a>	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.
<a href="#"><u>LAFS.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LAFS.910.WHST.3.7:</u></a>	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.
<a href="#"><u>LAFS.910.WHST.3.8:</u></a>	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

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	standard format for citation.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LAFS.910.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.3.10:</u></a>	Review different economic and philosophic ideologies. Remarks/Examples Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.3:</u></a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#"><u>SS.912.C.2.13:</u></a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Remarks/Examples Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
<a href="#"><u>SS.912.C.2.4:</u></a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#"><u>SS.912.C.2.7:</u></a>	Explain why rights have limits and are not absolute. Remarks/Examples Examples are speech, search and seizure, religion, gun possession.
<a href="#"><u>SS.912.C.2.8:</u></a>	Analyze the impact of citizen participation as a means of achieving political and social change.

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	<p>Remarks/Examples</p> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#"><u>SS.912.H.1.4:</u></a>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p>Remarks/Examples</p> <p>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<a href="#"><u>SS.912.H.2.3:</u></a>	<p>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.</p>
<a href="#"><u>SS.912.W.1.1:</u></a>	<p>Use timelines to establish cause and effect relationships of historical events.</p>
<a href="#"><u>SS.912.W.1.3:</u></a>	<p>Interpret and evaluate primary and secondary sources.</p> <p>Remarks/Examples</p> <p>Examples are artifacts, images, auditory and written sources.</p>
<a href="#"><u>SS.912.W.1.4:</u></a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p>Remarks/Examples</p> <p>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#"><u>SS.912.W.1.5:</u></a>	<p>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</p>
<a href="#"><u>SS.912.W.1.6:</u></a>	<p>Evaluate the role of history in shaping identity and character.</p> <p>Remarks/Examples</p> <p>Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#"><u>SS.912.W.2.13:</u></a>	<p>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</p>

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	unity in Europe.
<a href="#"><u>SS.912.W.2.17:</u></a>	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. Remarks/Examples Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
<a href="#"><u>SS.912.W.2.20:</u></a>	Summarize the major cultural, economic, political, and religious developments in medieval Japan. Remarks/Examples Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
<a href="#"><u>SS.912.W.2.21:</u></a>	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
<a href="#"><u>SS.912.W.2.5:</u></a>	Explain the contributions of the Byzantine Empire. Remarks/Examples Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.
<a href="#"><u>SS.912.W.3.18:</u></a>	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America. Remarks/Examples Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.
<a href="#"><u>SS.912.W.3.2:</u></a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#"><u>SS.912.W.4.10:</u></a>	Identify the major contributions of individuals associated with the Scientific Revolution.

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	<p>Remarks/Examples</p> <p>Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.</p>
<a href="#"><u>SS.912.W.4.5:</u></a>	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
<a href="#"><u>SS.912.W.4.6:</u></a>	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
<a href="#"><u>SS.912.W.5.2:</u></a>	<p>Identify major causes of the Enlightenment.</p> <p>Remarks/Examples</p> <p>Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.</p>
<a href="#"><u>SS.912.W.5.3:</u></a>	Summarize the major ideas of Enlightenment philosophers.
<a href="#"><u>SS.912.W.6.3:</u></a>	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
<a href="#"><u>SS.912.W.8.8:</u></a>	<p>Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</p> <p>Remarks/Examples</p> <p>Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.</p>
<a href="#"><u>SS.912.W.9.1:</u></a>	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p> <p>Remarks/Examples</p> <p>Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>

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# Course: Haitian Creole for Haitian Creole Speakers 1 – Novice Low – Novice High-0700300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4110>

## BASIC INFORMATION

<b>Course Number:</b>	0700300
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, World Languages, Haitian, Haitian Creole for Haitian Creole Speakers 1 - Novice Low - Novice High, Novice Low, Novice High, HAITIAN CREOLE 1
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> World Languages</p> <p><b>SubSubject:</b> Haitian Creole</p>
<b>Course Title:</b>	Haitian Creole for Haitian Creole Speakers 1 – Novice Low – Novice High
<b>Course Abbreviated Title:</b>	HAITIAN CREOLE 1
<b>Number of Credits:</b>	One credit (1)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Major Concepts/Content:</b> The purpose of this course is to enable students whose heritage</p>

	<p>language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Haitian Creole grammar. Language Arts Standards are also included in this course to enable students to become literate in the Haitian Creole language and gain a better understanding of the nature of their own language as well as other languages to be acquired.</p> <p>The course content will reflect the cultural values of Haitian Creole language and societies.</p>
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## STANDARDS (90)

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

<a href="#"><u>LAFS.910.RH.1.2:</u></a>	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.
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into</li> </ol>

	<p>the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. 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.</p> <p>b. 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.</p> <p>c. 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
<a href="#"><u>WL.K12.NH.3.8:</u></a>	Describe a problem or a situation with sufficient details in order to be understood.



<a href="#"><u>WL.K12.NH.4.1:</u></a>	Provide basic information on familiar topics using phrases and simple sentences.
<a href="#"><u>WL.K12.NH.4.2:</u></a>	Describe aspects of daily life using complete sentences.
<a href="#"><u>WL.K12.NH.4.3:</u></a>	Describe familiar experiences or events using both general and specific language.
<a href="#"><u>LAFS.910.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic 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.</li> <li>b. 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.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. 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.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. 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).</li> </ol>
<a href="#"><u>WL.K12.NH.1.1:</u></a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<a href="#"><u>WL.K12.NH.1.2:</u></a>	Demonstrate understanding of short conversations in familiar contexts.
<a href="#"><u>WL.K12.NH.1.3:</u></a>	Demonstrate understanding of short, simple messages and announcements on familiar topics.

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<a href="#"><u>WL.K12.NH.1.4:</u></a>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<a href="#"><u>WL.K12.NH.1.5:</u></a>	Demonstrate understanding of simple stories or narratives.
<a href="#"><u>WL.K12.NH.1.6:</u></a>	Follow directions or instructions to complete a task when expressed in short conversations.
<a href="#"><u>WL.K12.NH.2.1:</u></a>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<a href="#"><u>WL.K12.NH.2.2:</u></a>	Identify the elements of story such as setting, theme and characters.
<a href="#"><u>WL.K12.NH.2.3:</u></a>	Demonstrate understanding of signs and notices in public places.
<a href="#"><u>WL.K12.NH.2.4:</u></a>	Identify key detailed information needed to fill out forms.
<a href="#"><u>WL.K12.NH.3.1:</u></a>	Engage in short social interactions using phrases and simple sentences.
<a href="#"><u>WL.K12.NH.3.2:</u></a>	Exchange information about familiar tasks, topics and activities, including personal information.
<a href="#"><u>WL.K12.NH.3.3:</u></a>	Exchange information using simple language about personal preferences, needs, and feelings.
<a href="#"><u>WL.K12.NH.3.4:</u></a>	Ask and answer a variety of questions about personal information.
<a href="#"><u>WL.K12.NH.3.5:</u></a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<a href="#"><u>WL.K12.NH.3.6:</u></a>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<a href="#"><u>WL.K12.NH.3.7:</u></a>	Ask for and give simple directions to go somewhere or to complete a task.
<a href="#"><u>WL.K12.NH.4.4:</u></a>	Present personal information about one's self and others.
<a href="#"><u>WL.K12.NH.4.5:</u></a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<a href="#"><u>WL.K12.NH.4.6:</u></a>	Use verbal and non verbal communication when making announcements or introductions.
<a href="#"><u>WL.K12.NH.5.1:</u></a>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.

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<a href="#"><u>WL.K12.NH.5.2:</u></a>	Write simple statements to describe aspects of daily life.
<a href="#"><u>WL.K12.NH.5.3:</u></a>	Write a description of a familiar experience or event.
<a href="#"><u>WL.K12.NH.5.4:</u></a>	Write short personal notes using a variety of media.
<a href="#"><u>WL.K12.NH.5.5:</u></a>	Request information in writing to obtain something needed.
<a href="#"><u>WL.K12.NH.5.6:</u></a>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<a href="#"><u>WL.K12.NH.5.7:</u></a>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<a href="#"><u>WL.K12.NH.6.1:</u></a>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<a href="#"><u>WL.K12.NH.6.2:</u></a>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<a href="#"><u>WL.K12.NH.6.3:</u></a>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<a href="#"><u>WL.K12.NH.6.4:</u></a>	Identify cultural artifacts, symbols, and images of the target culture(s).
<a href="#"><u>WL.K12.NH.7.1:</u></a>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<a href="#"><u>WL.K12.NH.7.2:</u></a>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<a href="#"><u>WL.K12.NH.8.1:</u></a>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<a href="#"><u>WL.K12.NH.8.2:</u></a>	Compare basic sound patterns and grammatical structures between the target language and own language.
<a href="#"><u>WL.K12.NH.8.3:</u></a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

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<a href="#"><u>WL.K12.NH.9.1:</u></a>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<a href="#"><u>WL.K12.NH.9.2:</u></a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
<a href="#"><u>WL.K12.NM.1.1:</u></a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<a href="#"><u>WL.K12.NM.1.2:</u></a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<a href="#"><u>WL.K12.NM.1.3:</u></a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<a href="#"><u>WL.K12.NM.1.4:</u></a>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<a href="#"><u>WL.K12.NM.1.5:</u></a>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<a href="#"><u>WL.K12.NM.1.6:</u></a>	Follow short, simple directions.
<a href="#"><u>WL.K12.NM.2.1:</u></a>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<a href="#"><u>WL.K12.NM.2.2:</u></a>	Demonstrate understanding of short, simple literary stories.
<a href="#"><u>WL.K12.NM.2.3:</u></a>	Demonstrate understanding of simple written announcements with prompting and support.
<a href="#"><u>WL.K12.NM.2.4:</u></a>	Recognize words and phrases when used in context on familiar topics.
<a href="#"><u>WL.K12.NM.3.1:</u></a>	Introduce self and others using basic, culturally-appropriate greetings.
<a href="#"><u>WL.K12.NM.3.2:</u></a>	Participate in basic conversations using words, phrases, and memorized expressions.
<a href="#"><u>WL.K12.NM.3.3:</u></a>	Ask simple questions and provide simple responses related to personal preferences.
<a href="#"><u>WL.K12.NM.3.4:</u></a>	Exchange essential information about self, family, and familiar topics.
<a href="#"><u>WL.K12.NM.3.5:</u></a>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

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<a href="#"><u>WL.K12.NM.3.6:</u></a>	Use appropriate gestures, body language, and intonation to clarify a message.
<a href="#"><u>WL.K12.NM.3.7:</u></a>	Understand and respond appropriately to simple directions.
<a href="#"><u>WL.K12.NM.3.8:</u></a>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<a href="#"><u>WL.K12.NM.4.1:</u></a>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<a href="#"><u>WL.K12.NM.4.2:</u></a>	Present personal information about self and others.
<a href="#"><u>WL.K12.NM.4.3:</u></a>	Express likes and dislikes.
<a href="#"><u>WL.K12.NM.4.4:</u></a>	Provide an account of daily activities.
<a href="#"><u>WL.K12.NM.4.5:</u></a>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<a href="#"><u>WL.K12.NM.4.6:</u></a>	Present simple information about a familiar topic using visuals.
<a href="#"><u>WL.K12.NM.5.1:</u></a>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<a href="#"><u>WL.K12.NM.5.2:</u></a>	Fill out a simple form with basic information.
<a href="#"><u>WL.K12.NM.5.3:</u></a>	Write simple sentences about self and/or others.
<a href="#"><u>WL.K12.NM.5.4:</u></a>	Write simple sentences that help in day-to-day life communication.
<a href="#"><u>WL.K12.NM.5.5:</u></a>	Write about previously acquired knowledge and experiences.
<a href="#"><u>WL.K12.NM.5.6:</u></a>	Pre-write by drawing pictures to support ideas related to a task.
<a href="#"><u>WL.K12.NM.5.7:</u></a>	Draw pictures in sequence to demonstrate a story plot.
<a href="#"><u>WL.K12.NM.6.1:</u></a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<a href="#"><u>WL.K12.NM.6.2:</u></a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<a href="#"><u>WL.K12.NM.6.3:</u></a>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<a href="#"><u>WL.K12.NM.6.4:</u></a>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).

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<a href="#"><u>WL.K12.NM.7.1:</u></a>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<a href="#"><u>WL.K12.NM.7.2:</u></a>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<a href="#"><u>WL.K12.NM.8.1:</u></a>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<a href="#"><u>WL.K12.NM.8.2:</u></a>	Recognize true and false cognates in the target language and compare them to own language.
<a href="#"><u>WL.K12.NM.8.3:</u></a>	Identify celebrations typical of the target culture and one's own.
<a href="#"><u>WL.K12.NM.9.1:</u></a>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<a href="#"><u>WL.K12.NM.9.2:</u></a>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.



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SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.11:	Describe the effects of World War II.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
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.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.1.3:	Evaluate how environment and personal health are interrelated.

# Course: Haitian Creole for Haitian Creole Speakers 2 – Intermediate Low - Intermediate Mid- 0700310

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4119>

## BASIC INFORMATION

<b>Course Number:</b>	0700310
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, World Languages, Haitian, Haitian Creole for Haitian Creole Speakers 2 - Intermediate Low - Intermediate Mid, HAITIAN CREOLE 2
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> World Languages</p> <p><b>SubSubject:</b> Haitian Creole</p>
<b>Course Title:</b>	Haitian Creole for Haitian Creole Speakers 2 – Intermediate Low - Intermediate Mid
<b>Course Abbreviated Title:</b>	HAITIAN CREOLE 2
<b>Number of Credits:</b>	One credit (1)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Major Concepts/Content:</b> The purpose of this course is to enable students whose heritage</p>

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	<p>language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Haitian Creole grammar skills acquired in Haitian Creole for Haitian Creole Speakers 1. Students are exposed to a variety of Haitian Creole literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Haitian Creole and gain a better understanding of the nature of their own language as well as other languages to be acquired.</p> <p>The course content will continue reflecting the cultural values of Haitian Creole language and societies.</p>
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## STANDARDS (90)

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

<a href="#"><u>LAFS.910.RH.1.2:</u></a>	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.
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to</li> </ol>

	<p>questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><a href="#"><u>LAFS.910.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#"><u>LAFS.910.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#"><u>LAFS.910.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. 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.</li> <li>b. 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.</li> <li>c. 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.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<p><a href="#"><u>WI K12 II 36:</u></a></p>	<p>Recount and restate information received in a conversation in</p>

	order to clarify meaning.
<a href="#"><u>WL.K12.II.3.7:</u></a>	Exchange general information about a few topics outside personal and academic fields of interest.
<a href="#"><u>WL.K12.II.3.8:</u></a>	Initiate, engage, and exchange basic information to solve a problem.
<a href="#"><u>LAFS.910.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic 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.</li> <li>b. 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.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. 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.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. 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).</li> </ol>
<a href="#"><u>WL.K12.II.1.1:</u></a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<a href="#"><u>WL.K12.II.1.2:</u></a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<a href="#"><u>WL.K12.II.1.3:</u></a>	Demonstrate understanding of the main idea and essential details

	in messages and announcements on familiar topics.
<a href="#"><u>WL.K12.II.1.4:</u></a>	Identify key points and essential details on familiar topics presented through a variety of media.
<a href="#"><u>WL.K12.II.1.5:</u></a>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<a href="#"><u>WL.K12.II.1.6:</u></a>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<a href="#"><u>WL.K12.II.2.1:</u></a>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<a href="#"><u>WL.K12.II.2.2:</u></a>	Interpret written literary text in which the writer tells or asks about familiar topics.
<a href="#"><u>WL.K12.II.2.3:</u></a>	Determine the meaning of a message and identify the author’s purpose through authentic written texts such as advertisements and public announcements.
<a href="#"><u>WL.K12.II.2.4:</u></a>	Demonstrate understanding of vocabulary used in context when following written directions.
<a href="#"><u>WL.K12.II.3.1:</u></a>	Initiate and engage in a conversation on familiar topics.
<a href="#"><u>WL.K12.II.3.2:</u></a>	Interact with others in everyday situations.
<a href="#"><u>WL.K12.II.3.3:</u></a>	Express and react to feelings and emotions in real life situations.
<a href="#"><u>WL.K12.II.3.4:</u></a>	Exchange information about familiar academic and social topics including participation in an interview.
<a href="#"><u>WL.K12.II.3.5:</u></a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<a href="#"><u>WL.K12.II.4.1:</u></a>	Present information on familiar topics using a series of sentences with sufficient details.
<a href="#"><u>WL.K12.II.4.2:</u></a>	Describe people, objects, and situations using a series of sequenced sentences.
<a href="#"><u>WL.K12.II.4.3:</u></a>	Express needs, wants, and plans using a series of sentences that include essential details.
<a href="#"><u>WL.K12.II.4.4:</u></a>	Provide a logical sequence of instructions on how to make something or complete a task.
<a href="#"><u>WL.K12.II.4.5:</u></a>	Present a short skit or play using well-structured sentences.

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<a href="#"><u>WL.K12.IL.4.6:</u></a>	Describe events in chronological order using connected sentences with relevant details.
<a href="#"><u>WL.K12.IL.5.1:</u></a>	Write on familiar topics and experiences using main ideas and supporting details.
<a href="#"><u>WL.K12.IL.5.2:</u></a>	Describe a familiar event or situation using a variety of sentences and with supporting details
<a href="#"><u>WL.K12.IL.5.3:</u></a>	Express and support opinions on familiar topics using a series of sentences.
<a href="#"><u>WL.K12.IL.5.4:</u></a>	Compare and contrast information, concepts, and ideas.
<a href="#"><u>WL.K12.IL.5.5:</u></a>	Develop questions to obtain and clarify information.
<a href="#"><u>WL.K12.IL.5.6:</u></a>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<a href="#"><u>WL.K12.IL.5.7:</u></a>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<a href="#"><u>WL.K12.IL.6.1:</u></a>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<a href="#"><u>WL.K12.IL.6.2:</u></a>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<a href="#"><u>WL.K12.IL.6.3:</u></a>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<a href="#"><u>WL.K12.IL.6.4:</u></a>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<a href="#"><u>WL.K12.IL.7.1:</u></a>	Access information in the target language to reinforce previously acquired content area knowledge.
<a href="#"><u>WL.K12.IL.7.2:</u></a>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<a href="#"><u>WL.K12.IL.8.1:</u></a>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.

<a href="#"><u>WL.K12.IL.8.2:</u></a>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<a href="#"><u>WL.K12.IL.8.3:</u></a>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<a href="#"><u>WL.K12.IL.9.1:</u></a>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<a href="#"><u>WL.K12.IL.9.2:</u></a>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<a href="#"><u>WL.K12.IM.1.1:</u></a>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<a href="#"><u>WL.K12.IM.1.2:</u></a>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<a href="#"><u>WL.K12.IM.1.3:</u></a>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<a href="#"><u>WL.K12.IM.1.4:</u></a>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<a href="#"><u>WL.K12.IM.1.5:</u></a>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<a href="#"><u>WL.K12.IM.1.6:</u></a>	Demonstrate understanding of complex directions and instructions in familiar settings.
<a href="#"><u>WL.K12.IM.2.1:</u></a>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<a href="#"><u>WL.K12.IM.2.2:</u></a>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<a href="#"><u>WL.K12.IM.2.3:</u></a>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<a href="#"><u>WL.K12.IM.2.4:</u></a>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<a href="#"><u>WI K12 IM 3 1</u></a>	Express views and effectively engage in conversations on a

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	variety of familiar topics.
<a href="#"><u>WL.K12.IM.3.2:</u></a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<a href="#"><u>WL.K12.IM.3.3:</u></a>	Express personal views and opinions on a variety of topics.
<a href="#"><u>WL.K12.IM.3.4:</u></a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<a href="#"><u>WL.K12.IM.3.5:</u></a>	Initiate and maintain a conversation on a variety of familiar topics.
<a href="#"><u>WL.K12.IM.3.6:</u></a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<a href="#"><u>WL.K12.IM.3.7:</u></a>	Follow grammatical rules for self-correction when speaking.
<a href="#"><u>WL.K12.IM.3.8:</u></a>	Describe a problem or situation with details and state an opinion.
<a href="#"><u>WL.K12.IM.4.1:</u></a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<a href="#"><u>WL.K12.IM.4.2:</u></a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<a href="#"><u>WL.K12.IM.4.3:</u></a>	Retell a story or recount an experience with appropriate facts and relevant details.
<a href="#"><u>WL.K12.IM.4.4:</u></a>	Provide supporting evidence using logically connected sentences that include relevant details.
<a href="#"><u>WL.K12.IM.4.5:</u></a>	Retell or summarize a storyline using logically connected sentences with relevant details.
<a href="#"><u>WL.K12.IM.4.6:</u></a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<a href="#"><u>WL.K12.IM.5.1:</u></a>	Write narratives on familiar topics using logically connected sentences with supporting details.
<a href="#"><u>WL.K12.IM.5.2:</u></a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<a href="#"><u>WL.K12.IM.5.3:</u></a>	State an opinion and provide supporting evidence using connected sentences.

# Course: Haitian Creole for Haitian Creole Speakers 3 Honors - Intermediate High - Advanced Low- 0700320

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4127>

## BASIC INFORMATION

<b>Course Number:</b>	0700320
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, World Languages, Haitian, Haitian Creole for Haitian Creole Speakers 3 Honors - Intermediate High - Advanced Low, HAITIAN CREOLE 3
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> World Languages</p> <p><b>SubSubject:</b> Haitian Creole</p>
<b>Course Title:</b>	Haitian Creole for Haitian Creole Speakers 3 Honors - Intermediate High - Advanced Low
<b>Course Abbreviated Title:</b>	HAITIAN CREOLE 3
<b>Number of Credits:</b>	One credit (1)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes



<b>General Notes:</b>	<p><b>Major Concepts/Content:</b></p> <p>The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Haitian Creole grammar skills acquired in Haitian Creole for Haitian Creole Speakers 2. Students are exposed to a variety of Haitian Creole literary genres and authors from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Haitian Creole and gain a better understanding of the nature of their own language as well as other languages to be acquired.</p> <p>The course content will continue reflecting the cultural values of Haitian Creole language and societies.</p>
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## STANDARDS (69)

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

<a href="#"><u>LAFS.1112.RH.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> </ul>

	<ul style="list-style-type: none"> <li>c. 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.</li> <li>d. 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.</li> </ul>
<p><a href="#"><u>LAFS.1112.SL.1.3:</u></a></p>	<p>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.</p>
<p><a href="#"><u>LAFS.1112.SL.2.4:</u></a></p>	<p>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.</p>
<p><a href="#"><u>LAFS.1112.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. 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.</li> <li>c. 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.</li> <li>d. Establish and maintain a formal style and objective tone</li> </ul>

	<p>while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
<a href="#"><u>WL.K12.AL.6.1:</u></a>	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
<a href="#"><u>WL.K12.AL.6.2:</u></a>	Explain why the target language has value in culture and in a global society.
<a href="#"><u>LAFS.1112.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic 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.</p> <p>b. 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.</p> <p>c. 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.</p> <p>d. 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.</p> <p>e. 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).</p>
<a href="#"><u>WL.K12.AL.1.1:</u></a>	Demonstrate understanding of extended speech on familiar and unfamiliar topics.

<a href="#"><u>WL.K12.AL.1.2:</u></a>	Follow presentations on familiar and unfamiliar topics in different situations.
<a href="#"><u>WL.K12.AL.1.3:</u></a>	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
<a href="#"><u>WL.K12.AL.2.1:</u></a>	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
<a href="#"><u>WL.K12.AL.2.2:</u></a>	Make inferences and predictions from a written source.
<a href="#"><u>WL.K12.AL.3.1:</u></a>	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
<a href="#"><u>WL.K12.AL.3.2:</u></a>	Express and connect ideas when engaged in a lengthy conversation.
<a href="#"><u>WL.K12.AL.3.3:</u></a>	Justify personal preferences, needs and feelings in order to persuade others.
<a href="#"><u>WL.K12.AL.3.4:</u></a>	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
<a href="#"><u>WL.K12.AL.4.1:</u></a>	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
<a href="#"><u>WL.K12.AL.4.2:</u></a>	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
<a href="#"><u>WL.K12.AL.4.3:</u></a>	Speak using different time frames and appropriate mood with good control.
<a href="#"><u>WL.K12.AL.5.1:</u></a>	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
<a href="#"><u>WL.K12.AL.5.2:</u></a>	Write work-related documents (fill out an application, prepare a resume, write a business letter).
<a href="#"><u>WL.K12.AL.5.3:</u></a>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
<a href="#"><u>WL.K12.AL.5.4:</u></a>	Use idioms and idiomatic expressions in writing.
<a href="#"><u>WL.K12.AL.7.1:</u></a>	Apply knowledge gained in the target language to make connections to other content areas.
<a href="#"><u>WL.K12.AL.8.1:</u></a>	Apply new structural patterns acquired in the target language.

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<a href="#"><u>WL.K12.AL.9.1:</u></a>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
<a href="#"><u>WL.K12.IH.1.1:</u></a>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
<a href="#"><u>WL.K12.IH.1.2:</u></a>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
<a href="#"><u>WL.K12.IH.1.3:</u></a>	Follow informal presentations on a variety of topics.
<a href="#"><u>WL.K12.IH.1.4:</u></a>	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
<a href="#"><u>WL.K12.IH.1.5:</u></a>	Identify the main idea and supporting details from discussions and interviews on familiar topics.
<a href="#"><u>WL.K12.IH.1.6:</u></a>	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
<a href="#"><u>WL.K12.IH.2.1:</u></a>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
<a href="#"><u>WL.K12.IH.2.2:</u></a>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
<a href="#"><u>WL.K12.IH.2.3:</u></a>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
<a href="#"><u>WL.K12.IH.2.4:</u></a>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
<a href="#"><u>WL.K12.IH.3.1:</u></a>	State and support different points of views and take an active part in discussions.
<a href="#"><u>WL.K12.IH.3.2:</u></a>	Sustain a conversation in uncomplicated situations on a variety of topics.
<a href="#"><u>WL.K12.IH.3.3:</u></a>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
<a href="#"><u>WL.K12.IH.3.4:</u></a>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.

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<a href="#"><u>WL.K12.IH.3.5:</u></a>	Initiate, maintain, and end a conversation on a variety of familiar topics.
<a href="#"><u>WL.K12.IH.3.6:</u></a>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<a href="#"><u>WL.K12.IH.3.7:</u></a>	Ask for, follow, and give directions in complex situations.
<a href="#"><u>WL.K12.IH.3.8:</u></a>	Describe and elaborate on a personal situation or problem using details.
<a href="#"><u>WL.K12.IH.4.1:</u></a>	Present information on familiar topics with clarity and detail using multimedia resources.
<a href="#"><u>WL.K12.IH.4.2:</u></a>	Present viewpoints on an issue and support opinions with clarity and detail.
<a href="#"><u>WL.K12.IH.4.3:</u></a>	Describe personal experiences and interests with clarity and detail.
<a href="#"><u>WL.K12.IH.4.4:</u></a>	Produce reports and multimedia compositions in order to present a group project.
<a href="#"><u>WL.K12.IH.4.5:</u></a>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
<a href="#"><u>WL.K12.IH.4.6:</u></a>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
<a href="#"><u>WL.K12.IH.5.1:</u></a>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
<a href="#"><u>WL.K12.IH.5.2:</u></a>	Describe, in writing, personal experiences and interests with clarity and detail.
<a href="#"><u>WL.K12.IH.5.3:</u></a>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
<a href="#"><u>WL.K12.IH.5.4:</u></a>	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
<a href="#"><u>WL.K12.IH.5.5:</u></a>	Describe, in writing, events in chronological order.
<a href="#"><u>WL.K12.IH.5.6:</u></a>	Write about a story and describe reactions with clarity and detail.
<a href="#"><u>WL.K12.IH.5.7:</u></a>	Write a short essay or biography using descriptive details and a variety of sentence structure.

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<a href="#"><u>WL.K12.IH.6.1:</u></a>	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
<a href="#"><u>WL.K12.IH.6.2:</u></a>	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
<a href="#"><u>WL.K12.IH.6.3:</u></a>	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
<a href="#"><u>WL.K12.IH.6.4:</u></a>	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#"><u>WL.K12.IH.7.1:</u></a>	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
<a href="#"><u>WL.K12.IH.7.2:</u></a>	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
<a href="#"><u>WL.K12.IH.8.1:</u></a>	Compare similarities and differences between the target language and own language.
<a href="#"><u>WL.K12.IH.8.2:</u></a>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
<a href="#"><u>WL.K12.IH.8.3:</u></a>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
<a href="#"><u>WL.K12.IH.9.1:</u></a>	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
<a href="#"><u>WL.K12.IH.9.2:</u></a>	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).



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<a href="#"><u>WL.K12.IM.5.4:</u></a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<a href="#"><u>WL.K12.IM.5.5:</u></a>	Draft, edit, and summarize information, concepts, and ideas.
<a href="#"><u>WL.K12.IM.5.6:</u></a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<a href="#"><u>WL.K12.IM.5.7:</u></a>	Write a narrative based on experiences that use descriptive language and details.
<a href="#"><u>WL.K12.IM.6.1:</u></a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<a href="#"><u>WL.K12.IM.6.2:</u></a>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<a href="#"><u>WL.K12.IM.6.3:</u></a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<a href="#"><u>WL.K12.IM.6.4:</u></a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#"><u>WL.K12.IM.7.1:</u></a>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<a href="#"><u>WL.K12.IM.7.2:</u></a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<a href="#"><u>WL.K12.IM.8.1:</u></a>	Compare language structures and skills that transfer from one language to another.
<a href="#"><u>WL.K12.IM.8.2:</u></a>	Compare and contrast structural patterns in the target language and own.
<a href="#"><u>WL.K12.IM.8.3:</u></a>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<a href="#"><u>WL.K12.IM.9.1:</u></a>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<a href="#"><u>WL.K12.IM.9.2:</u></a>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.

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# Course: Haitian Creole for Haitian Creole Speakers 4 Honors - Advanced Low - Advanced Mid- 0700330

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4134>

## BASIC INFORMATION

<b>Course Number:</b>	0700330
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, World Languages, Haitian, Haitian Creole for Haitian Creole Speakers 4 Honors - Advanced Low - Advanced Mid, Honors, HAITIAN CREOLE 4
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> World Languages</p> <p><b>SubSubject:</b> Haitian Creole</p>
<b>Course Title:</b>	Haitian Creole for Haitian Creole Speakers 4 Honors - Advanced Low - Advanced Mid
<b>Course Abbreviated Title:</b>	HAITIAN CREOLE 4
<b>Number of Credits:</b>	One credit (1)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes

<p><b>General Notes:</b></p>	<p><b>Major Concepts/Content:</b></p> <p>The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Haitian Creole grammar skills acquired in Haitian Creole for Haitian Creole Speakers 3. Students are exposed to a variety of Haitian Creole literary genres, authors, and technical styles from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Haitian Creole and gain a better understanding of the nature of their own language as well as other languages to be acquired.</p> <p>The course content will continue reflecting the cultural values of Haitian Creole language and societies.</p>
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## STANDARDS (69)

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

<p><a href="#"><u>LAFS.1112.RH.1.2:</u></a></p>	<p>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.</p>
<p><a href="#"><u>LAFS.1112.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and</li> </ul>

	<p>establish individual roles as needed.</p> <ul style="list-style-type: none"> <li>c. 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.</li> <li>d. 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.</li> </ul>
<p><a href="#"><u>LAFS.1112.SL.1.3:</u></a></p>	<p>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.</p>
<p><a href="#"><u>LAFS.1112.SL.2.4:</u></a></p>	<p>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.</p>
<p><a href="#"><u>LAFS.1112.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. 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.</li> <li>c. 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.</li> </ul>

	<ul style="list-style-type: none"> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#"><u>WL.K12.AM.3.6:</u></a></p>	<p>Use a variety of idiomatic and culturally authentic expressions appropriately.</p>
<p><a href="#"><u>WL.K12.AM.3.7:</u></a></p>	<p>Exchange general information on a variety of topics outside fields of interest.</p>
<p><a href="#"><u>LAFS.1112.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic 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.</li> <li>b. 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.</li> <li>c. 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.</li> <li>d. 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.</li> <li>e. 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).</li> </ul>
<p><a href="#"><u>WI K12 AI 1 4</u></a></p>	<p>Demonstrate understanding of information obtained from</p>

	authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
<a href="#"><u>WL.K12.AL.1.5:</u></a>	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
<a href="#"><u>WL.K12.AL.1.6:</u></a>	Follow technical instructions for familiar products and services.
<a href="#"><u>WL.K12.AL.2.3:</u></a>	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
<a href="#"><u>WL.K12.AL.2.4:</u></a>	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
<a href="#"><u>WL.K12.AL.3.5:</u></a>	Maintain a conversation even when unpredictable situations arise in a familiar context.
<a href="#"><u>WL.K12.AL.3.6:</u></a>	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
<a href="#"><u>WL.K12.AL.3.7:</u></a>	Incorporate formal and informal language and the appropriate register in a conversation.
<a href="#"><u>WL.K12.AL.3.8:</u></a>	Collaborate to develop and propose solutions to problems.
<a href="#"><u>WL.K12.AL.4.4:</u></a>	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
<a href="#"><u>WL.K12.AL.4.5:</u></a>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
<a href="#"><u>WL.K12.AL.4.6:</u></a>	Provide information on academic and job related topics with clarity and detail.
<a href="#"><u>WL.K12.AL.5.5:</u></a>	Write using different time frames and appropriate mood.
<a href="#"><u>WL.K12.AL.5.6:</u></a>	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
<a href="#"><u>WL.K12.AL.5.7:</u></a>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
<a href="#"><u>WL.K12.AL.6.3:</u></a>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
<a href="#"><u>WL.K12.AL.6.4:</u></a>	Discuss products from the target culture(s) (e.g., food, shelter,

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	clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<a href="#"><u>WL.K12.AL.7.2:</u></a>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
<a href="#"><u>WL.K12.AL.8.2:</u></a>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
<a href="#"><u>WL.K12.AL.8.3:</u></a>	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.
<a href="#"><u>WL.K12.AL.9.2:</u></a>	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
<a href="#"><u>WL.K12.AM.1.1:</u></a>	Demonstrate understanding of factual information about common everyday or job-related topics.
<a href="#"><u>WL.K12.AM.1.2:</u></a>	Demonstrate understanding of presentations where different accents and lexical variations are used.
<a href="#"><u>WL.K12.AM.1.3:</u></a>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
<a href="#"><u>WL.K12.AM.1.4:</u></a>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
<a href="#"><u>WL.K12.AM.1.5:</u></a>	Demonstrate understanding of different points of view in a discussion.
<a href="#"><u>WL.K12.AM.1.6:</u></a>	Follow complex technical instructions and specifications in real life settings.
<a href="#"><u>WL.K12.AM.2.1:</u></a>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
<a href="#"><u>WL.K12.AM.2.2:</u></a>	Demonstrate understanding of different points of view presented through a variety of literary works.
<a href="#"><u>WL.K12.AM.2.3:</u></a>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.

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<a href="#"><u>WL.K12.AM.2.4:</u></a>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
<a href="#"><u>WL.K12.AM.3.1:</u></a>	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
<a href="#"><u>WL.K12.AM.3.2:</u></a>	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
<a href="#"><u>WL.K12.AM.3.3:</u></a>	Elaborate on and justify personal preferences, needs, and feelings.
<a href="#"><u>WL.K12.AM.3.4:</u></a>	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
<a href="#"><u>WL.K12.AM.3.5:</u></a>	Exchange and develop information about personal and academic tasks.
<a href="#"><u>WL.K12.AM.3.8:</u></a>	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
<a href="#"><u>WL.K12.AM.4.1:</u></a>	Deliver an articulated presentation on personal, academic, or professional topics.
<a href="#"><u>WL.K12.AM.4.2:</u></a>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
<a href="#"><u>WL.K12.AM.4.3:</u></a>	Narrate, with ease and detail, events of current, public, or personal interest.
<a href="#"><u>WL.K12.AM.4.4:</u></a>	Prepare and deliver presentations based on inquiry or research.
<a href="#"><u>WL.K12.AM.4.5:</u></a>	Narrate a story and describe reactions with clarity and detail.
<a href="#"><u>WL.K12.AM.4.6:</u></a>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
<a href="#"><u>WL.K12.AM.5.1:</u></a>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
<a href="#"><u>WL.K12.AM.5.2:</u></a>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
<a href="#"><u>WL.K12.AM.5.3:</u></a>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.

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<a href="#"><u>WL.K12.AM.5.4:</u></a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<a href="#"><u>WL.K12.AM.5.5:</u></a>	Write with clarity following consistent control of time frames and mood.
<a href="#"><u>WL.K12.AM.5.6:</u></a>	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
<a href="#"><u>WL.K12.AM.5.7:</u></a>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
<a href="#"><u>WL.K12.AM.6.1:</u></a>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
<a href="#"><u>WL.K12.AM.6.2:</u></a>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
<a href="#"><u>WL.K12.AM.6.3:</u></a>	Evaluate the effects of the target culture’s contributions on other societies.
<a href="#"><u>WL.K12.AM.6.4:</u></a>	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
<a href="#"><u>WL.K12.AM.7.1:</u></a>	Analyze, reinforce, and further knowledge of other disciplines through the target language.
<a href="#"><u>WL.K12.AM.7.2:</u></a>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
<a href="#"><u>WL.K12.AM.8.1:</u></a>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
<a href="#"><u>WL.K12.AM.8.2:</u></a>	Analyze the sound symbol association between the target language and own.
<a href="#"><u>WL.K12.AM.8.3:</u></a>	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
<a href="#"><u>WL.K12.AM.9.1:</u></a>	Use knowledge acquired in the target language to access information on careers and employment opportunities.
<a href="#"><u>WL.K12.AM.9.2:</u></a>	Engage in opportunities to increase awareness of careers for

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which skills in another language and cross-cultural understandings are needed by accessing information through different media.



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