

## GENERAL INFORMATION

**Course Number:** 5021020  
**Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades PreK to 5 Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [General](#) »  
**Course Title:** Social Studies - Grade Kindergarten  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** Social Studies - Grade Kindergarten  
**Number of Credits:** NA  
**Course Length:** Year  
**Course Type:** Core  
**Course Status:** State Board Approved  
**General Notes:** **Kindergarten: Living**

## RELATED BENCHMARKS (27) :

Scheme	Descriptor	Cognitive Complexity
SS.K.A.1.1	Develop an understanding of how to use and create a timeline.	
SS.K.A.1.2	Develop an awareness of a primary source.	
SS.K.A.2.1	Compare children and families of today with those in the past.	
SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.	
SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures.	
SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.	

- SS.K.A.2.5 Recognize the importance of U.S. symbols.
- SS.K.A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
- SS.K.A.3.2 Explain that calendars represent days of the week and months of the year.
- SS.K.C.1.1 Define and give examples of rules and laws, and why they are important.
- SS.K.C.1.2 Explain the purpose and necessity of rules and laws at home, school, and community.
- SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.
- SS.K.C.2.2 Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
- SS.K.C.2.3 Describe fair ways for groups to make decisions.
- SS.K.E.1.1 Describe different kinds of jobs that people do and the tools or equipment used.
- SS.K.E.1.2 Recognize that United States currency comes in different forms.
- SS.K.E.1.3 Recognize that people work to earn money to buy things they need or want.
- SS.K.E.1.4 Identify the difference between basic needs and wants.
- SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words.
- SS.K.G.1.2 Explain that maps and globes help to locate different places and that globes are a model of the Earth.

- SS.K.G.1.3 Identify cardinal directions (north, south, east, west).
- SS.K.G.1.4 Differentiate land and water features on simple maps and globes.
- SS.K.G.2.1 Locate and describe places in the school and community.
- SS.K.G.2.2 Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.
- SS.K.G.3.1 Identify basic landforms.
- SS.K.G.3.2 Identify basic bodies of water.
- SS.K.G.3.3 Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

## GENERAL INFORMATION

**Course Number:** 5021030

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades PreK to 5 Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [General](#) »

**Course Title:** Social Studies - Grade One

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** Social Studies - Grade One

**Number of Credits:** NA

**Course Length:** Year

**Course Status:** State Board Approved

**General Notes:** **First Grade – Our Community and Beyond** – The first grade social studies curriculum consists of the following content area strands: American History

## RELATED BENCHMARKS (29) :

Scheme	Descriptor	Cognitive Complexity
SS.1.A.1.1	Develop an understanding of a primary source.	
SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic.	
SS.1.A.2.1	Understand history tells the story of people and events of other times and places.	
SS.1.A.2.2	Compare life now with life in the past.	
SS.1.A.2.3	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.	
SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.	

- SS.1.A.2.5 Distinguish between historical fact and fiction using various materials.
- SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred in school, home, or community.
- SS.1.A.3.2 Create a timeline based on the student's life or school events, using primary sources.
- SS.1.C.1.1 Explain the purpose of rules and laws in the school and community.
- SS.1.C.1.2 Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.
- SS.1.C.1.3 Give examples of the use of power without authority in the school and community.
- SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.
- SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.
- SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.
- SS.1.C.2.4 Show respect and kindness to people and animals.
- SS.1.C.3.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
- SS.1.C.3.2 Recognize symbols and individuals that represent American constitutional democracy.
- SS.1.E.1.1 Recognize that money is a method of exchanging goods and services.
- SS.1.E.1.2 Define opportunity costs as giving up one thing for another.

- SS.1.E.1.3 Distinguish between examples of goods and services.
- SS.1.E.1.4 Distinguish people as buyers, sellers, and producers of goods and services.
- SS.1.E.1.5 Recognize the importance of saving money for future purchases.
- SS.1.E.1.6 Identify that people need to make choices because of scarce resources.
- SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida.
- SS.1.G.1.2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .
- SS.1.G.1.3 Construct a basic map using key elements including cardinal directions and map symbols.
- SS.1.G.1.4 Identify a variety of physical features using a map and globe.
- SS.1.G.1.5 Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
- SS.1.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community.

## **GENERAL INFORMATION**

**Course Number:** 5021040

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades PreK to 5 Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [General](#) »

**Course Title:** Social Studies - Grade Two

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** Social Studies - Grade Two

**Number of Credits:** NA

**Course Length:** Year

**Course Type:** Core

**Course Status:** State Board Approved

**General Notes:** **Second Grade: Who We Are As Americans** - The second grade social studies curriculum consists of the following content area strands: American History

## **RELATED BENCHMARKS (28) :**

Scheme	Descriptor	Cognitive Complexity
SS.2.A.1.1	Examine primary and secondary sources.	
SS.2.A.1.2	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.	
SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.	
SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.	
SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.	
SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.	

- SS.2.A.2.5 Identify reasons people came to the United States throughout history.
- SS.2.A.2.6 Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.
- SS.2.A.2.7 Discuss why immigration continues today.
- SS.2.A.2.8 Explain the cultural influences and contributions of immigrants today.
- SS.2.A.3.1 Identify terms and designations of time sequence.
- SS.2.C.1.1 Explain why people form governments.
- SS.2.C.1.2 Explain the consequences of an absence of rules and laws.
- SS.2.C.2.1 Identify what it means to be a United States citizen either by birth or by naturalization.
- SS.2.C.2.2 Define and apply the characteristics of responsible citizenship.
- SS.2.C.2.3 Explain why United States citizens have guaranteed rights and identify rights.
- SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.
- SS.2.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.
- SS.2.C.3.1 Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.
- SS.2.C.3.2 Recognize symbols, individuals, events, and documents that represent the United States.



- SS.2.E.1.1 Recognize that people make choices because of limited resources.
- SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands.
- SS.2.E.1.3 Recognize that the United States trades with other nations to exchange goods and services.
- SS.2.E.1.4 Explain the personal benefits and costs involved in saving and spending.
- SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.
- SS.2.G.1.2 Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.
- SS.2.G.1.3 Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
- SS.2.G.1.4 Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

**GENERAL INFORMATION**

**Course Number:** 5021050  
**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **Group:** [Grades PreK to 5 Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [General](#) »  
**Course Title:** Social Studies - Grade Three  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** Social Studies - Grade Three  
**Number of Credits:** NA  
**Course Length:** Year  
**Course Type:** Core  
**Course Status:** State Board Approved  
**General Notes:** **Third Grade: The United States Regions and Its Neighbors** – The third grade social studies curriculum consists of the following content area strands: American History

**RELATED BENCHMARKS (33) :**

Scheme	Descriptor	Cognitive Complexity
SS.3.A.1.1	Analyze primary and secondary sources.	
SS.3.A.1.2	Utilize technology resources to gather information from primary and secondary sources.	
SS.3.A.1.3	Define terms related to the social sciences.	
SS.3.C.1.1	Explain the purpose and need for government.	
SS.3.C.1.2	Describe how government gains its power from the people.	
SS.3.C.1.3	Explain how government was established through a written Constitution.	
SS.3.C.2.1	Identify group and individual actions of citizens that	

demonstrate civility, cooperation, volunteerism, and other civic virtues.

- SS.3.C.3.1 Identify the levels of government (local, state, federal).
- SS.3.C.3.2 Describe how government is organized at the local level.
- SS.3.C.3.3 Recognize that every state has a state constitution.
- SS.3.C.3.4 Recognize that the Constitution of the United States is the supreme law of the land.
- SS.3.E.1.1 Give examples of how scarcity results in trade.
- SS.3.E.1.2 List the characteristics of money.
- SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
- SS.3.E.1.4 Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
- SS.3.G.1.2 Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .
- SS.3.G.1.3 Label the continents and oceans on a world map.
- SS.3.G.1.4 Name and identify the purpose of maps (physical, political, elevation, population).
- SS.3.G.1.5 Compare maps and globes to develop an understanding of the concept of distortion.
- SS.3.G.1.6 Use maps to identify different types of scale to measure distances between two places.

- SS.3.G.2.1 Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
- SS.3.G.2.2 Identify the five regions of the United States.
- SS.3.G.2.3 Label the states in each of the five regions of the United States.
- SS.3.G.2.4 Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.2.6 Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.
- SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.4.1 Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.4.3 Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
- SS.3.G.4.4 Identify contributions from various ethnic groups to the United States.

## **GENERAL INFORMATION**

**Course Number:** 5021060

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades PreK to 5 Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [General](#) »

**Course Title:** Social Studies - Grade Four

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** Social Studies - Grade Four

**Number of Credits:** NA

**Course Length:** Year

**Course Status:** State Board Approved

**General Notes:** **Fourth Grade: Florida Studies** – The fourth grade social studies curriculum consists of the following content area strands: American History

## **RELATED BENCHMARKS (41) :**

Scheme	Descriptor	Cognitive Complexity
SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.	
SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media.	
SS.4.A.2.1	Compare Native American tribes in Florida.	
SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions.	
SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.	
SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.	

- SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
- SS.4.A.3.5 Identify the significance of Fort Mose as the first free African community in the United States.
- SS.4.A.3.6 Identify the effects of Spanish rule in Florida.
- SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
- SS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration.
- SS.4.A.3.9 Explain how Florida (Adams-Onis Treaty) became a U.S. territory.
- SS.4.A.3.10 Identify the causes and effects of the Seminole Wars.
- SS.4.A.4.1 Explain the effects of technological advances on Florida.
- SS.4.A.4.2 Describe pioneer life in Florida.
- SS.4.A.5.1 Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.
- SS.4.A.5.2 Summarize challenges Floridians faced during Reconstruction.
- SS.4.A.6.1 Describe the economic development of Florida's major industries.
- SS.4.A.6.2 Summarize contributions immigrant groups made to Florida.
- SS.4.A.6.3 Describe the contributions of significant individuals to Florida.
- SS.4.A.6.4 Describe effects of the Spanish American War on Florida.

- SS.4.A.7.1 Describe the causes and effects of the 1920's Florida land boom and bust.
- SS.4.A.7.2 Summarize challenges Floridians faced during the Great Depression.
- SS.4.A.7.3 Identify Florida's role in World War II.
- SS.4.A.8.1 Identify Florida's role in the Civil Rights Movement.
- SS.4.A.8.2 Describe how and why immigration impacts Florida today.
- SS.4.A.8.3 Describe the effect of the United States space program on Florida's economy and growth.
- SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.
- SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.
- SS.4.C.1.1 Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.
- SS.4.C.2.1 Discuss public issues in Florida that impact the daily lives of its citizens.
- SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.
- SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.
- SS.4.C.3.1 Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.

- SS.4.C.3.2 Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).
- SS.4.E.1.1 Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.
- SS.4.E.1.2 Explain Florida's role in the national and international economy and conditions that attract businesses to the state.
- SS.4.G.1.1 Identify physical features of Florida.
- SS.4.G.1.2 Locate and label cultural features on a Florida map.
- SS.4.G.1.3 Explain how weather impacts Florida.
- SS.4.G.1.4 Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).



## **GENERAL INFORMATION**

**Course Number:** 5021070

**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **Group:** [Grades PreK to 5 Education Courses](#) » **Subject:**  
[Social Studies](#) » **SubSubject:** [General](#) »

**Course Title:** Social Studies - Grade Five

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** Social Studies - Grade Five

**Number of Credits:** NA

**Course Length:** Year

**Course Type:** Core

**Course Status:** State Board Approved

**General Notes:** **Fifth Grade: United States History** – The fifth grade social studies curriculum consists of the following content area strands: American History

### **RELATED BENCHMARKS (64) :**

Scheme	Descriptor	Cognitive Complexity
SS.5.A.1.1	Use primary and secondary sources to understand history.	
SS.5.A.1.2	Utilize timelines to identify and discuss American History time periods.	
SS.5.A.2.1	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).	
SS.5.A.2.2	Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).	
SS.5.A.2.3	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and	

practices, music, art, and interactions with the environment.

- SS.5.A.3.1 Describe technological developments that shaped European exploration.
- SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
- SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
- SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement.
- SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies.
- SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
- SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.
- SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
- SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.
- SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution.
- SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution.
- SS.5.A.5.3 Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

- SS.5.A.5.4 Examine and explain the changing roles and impact of significant women during the American Revolution.
- SS.5.A.5.5 Examine and compare major battles and military campaigns of the American Revolution.
- SS.5.A.5.6 Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
- SS.5.A.5.7 Explain economic, military, and political factors which led to the end of the Revolutionary War.
- SS.5.A.5.8 Evaluate the personal and political hardships resulting from the American Revolution.
- SS.5.A.5.9 Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).
- SS.5.A.5.10 Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.
- SS.5.A.6.1 Describe the causes and effects of the Louisiana Purchase.
- SS.5.A.6.2 Identify roles and contributions of significant people during the period of westward expansion.
- SS.5.A.6.3 Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
- SS.5.A.6.4 Explain the importance of the explorations west of the Mississippi River.
- SS.5.A.6.5 Identify the causes and effects of the War of 1812.
- SS.5.A.6.6 Explain how westward expansion affected Native Americans.

- SS.5.A.6.7 Discuss the concept of Manifest Destiny.
- SS.5.A.6.8 Describe the causes and effects of the Missouri Compromise.
- SS.5.A.6.9 Describe the hardships of settlers along the overland trails to the west.
- SS.5.C.1.1 Explain how and why the United States government was created.
- SS.5.C.1.2 Define a constitution, and discuss its purposes.
- SS.5.C.1.3 Explain the definition and origin of rights.
- SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.
- SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
- SS.5.C.1.6 Compare Federalist and Anti-Federalist views of government.
- SS.5.C.2.1 Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.
- SS.5.C.2.2 Compare forms of political participation in the colonial period to today.
- SS.5.C.2.3 Analyze how the Constitution has expanded voting rights from our nation's early history to today.
- SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy.
- SS.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.
- SS.5.C.3.1 Describe the organizational structure (legislative, executive,

judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.

- SS.5.C.3.2 Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.
- SS.5.C.3.3 Give examples of powers granted to the federal government and those reserved for the states.
- SS.5.C.3.4 Describe the amendment process as defined in Article V of the Constitution and give examples.
- SS.5.C.3.5 Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
- SS.5.C.3.6 Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.
- SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.
- SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
- SS.5.E.1.3 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.
- SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.
- SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.
- SS.5.G.1.2 Use latitude and longitude to locate places.

- SS.5.G.1.3 Identify major United States physical features on a map of North America.
- SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information.
- SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.
- SS.5.G.1.6 Locate and identify states, capitals, and United States Territories on a map.
- SS.5.G.2.1 Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.
- SS.5.G.3.1 Describe the impact that past natural events have had on human and physical environments in the United States through 1850.
- SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.
- SS.5.G.4.2 Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

## GENERAL INFORMATION

**Course Number:** 2100010

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [American and Western Hemispheric Histories](#) »

**Course Title:** M/J United States History

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** M/J United States History

**Course Length:** Year

**Course Level:** 2

**Course Status:** State Board Approved

**General Notes:** **Eighth Grade: M/J U.S. History** – The eighth grade social studies curriculum consists of the following content area strands: American History

## RELATED BENCHMARKS (91) :

Scheme	Descriptor	Cognitive Complexity
LA.8.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.8.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.8.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.8.6.2.2	The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;	
MA.8.A.1.3	Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations.	High

MA.8.A.1.6	Compare the graphs of linear and non-linear functions for real-world situations.	Moderate
SS.8.A.1.1	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.	
SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.	
SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.	
SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.	
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.	
SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.	
SS.8.A.1.7	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.	
SS.8.A.2.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.	
SS.8.A.2.2	Compare the characteristics of the New England, Middle, and Southern colonies.	
SS.8.A.2.3	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.	
SS.8.A.2.4	Identify the impact of key colonial figures on the economic, political, and social development of the	



colonies.

- SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations.
- SS.8.A.2.6 Examine the causes, course, and consequences of the French and Indian War.
- SS.8.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.3.1 Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
- SS.8.A.3.2 Explain American colonial reaction to British policy from 1763 - 1774.
- SS.8.A.3.3 Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
- SS.8.A.3.4 Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
- SS.8.A.3.5 Describe the influence of individuals on social and political developments during the Revolutionary era.
- SS.8.A.3.6 Examine the causes, course, and consequences of the American Revolution.
- SS.8.A.3.7 Examine the structure, content, and consequences of the Declaration of Independence.
- SS.8.A.3.8 Examine individuals and groups that affected political and social motivations during the American Revolution.

- SS.8.A.3.9 Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
- SS.8.A.3.10 Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
- SS.8.A.3.11 Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
- SS.8.A.3.12 Examine the influences of George Washington's presidency in the formation of the new nation.
- SS.8.A.3.13 Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
- SS.8.A.3.14 Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
- SS.8.A.3.15 Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- SS.8.A.3.16 Examine key events in Florida history as each impacts this era of American history.
- SS.8.A.4.1 Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

- SS.8.A.4.2 Describe the debate surrounding the spread of slavery into western territories and Florida.
- SS.8.A.4.3 Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8.A.4.4 Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.5 Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.6 Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- SS.8.A.4.7 Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
- SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History.
- SS.8.A.4.9 Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
- SS.8.A.4.10 Analyze the impact of technological advancements on the agricultural economy and slave labor.
- SS.8.A.4.11 Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- SS.8.A.4.12 Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- SS.8.A.4.13 Explain the consequences of landmark Supreme Court

decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

- SS.8.A.4.14 Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- SS.8.A.4.15 Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- SS.8.A.4.16 Identify key ideas and influences of Jacksonian democracy.
- SS.8.A.4.17 Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18 Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8.A.5.1 Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2 Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.3 Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
- SS.8.A.5.4 Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
- SS.8.A.5.5 Compare Union and Confederate strengths and weaknesses.

- SS.8.A.5.6 Compare significant Civil War battles and events and their effects on civilian populations.
- SS.8.A.5.7 Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8 Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
- SS.8.C.1.1 Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.2 Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
- SS.8.C.1.3 Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4 Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.C.1.5 Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.6 Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
- SS.8.C.2.1 Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

- SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2 Explain the economic impact of government policies.
- SS.8.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.E.3.1 Evaluate domestic and international interdependence.
- SS.8.G.1.1 Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2 Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1 Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.2 Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
- SS.8.G.2.3 Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.3.1 Locate and describe in geographic terms the major ecosystems of the United States.

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

of narratives and graphic representations.

### **RELATED GLOSSARY TERM DEFINITIONS (8)**

Equality	A mathematical statement of the equivalence of two quantities. Equivalence properties of equality includes reflexive ( $a=a$ ), symmetric (if $a=b$ , then $b=a$ ), and transitive (if $a=b$ and $b=c$ , then $a=c$ ) properties. A balanced equation will remain balanced if you add, subtract, multiply or divide (excluding division by zero) both sides by the same number.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Linear function	A relationship between two variables such that for a fixed change in one variable, there is fixed change in the other variable. If there is one independent variable (e.g. $f(x)=mx+b$ ), then the graph of the function will be a line. If there are two independent variables (e.g. $f(x,y)=ax+by+c$ ) then the graph of the function will be a plane.
Model	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Real-world problem	A problem that is an application of a mathematical concept in a real-life situation.
Representations	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Table	A data display that organizes information about a topic into categories using rows and columns.
Function	A relation in which each value of $x$ is paired with a unique value of $y$ . More formally, a function from $A$ to $B$ is a relation $f$ such that every $a \in A$ is uniquely associated with an object $F(a) \in B$ .



## **GENERAL INFORMATION**

**Course Number:** 2100015

**Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [American and Western Hemispheric Histories](#) »

**Course Title:** M/J United States History & Career Planning

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** M/J United States History & Career Planning

**Course Length:** Year

**Course Level:** 2

**Course Status:** Draft - Not Approved

**General Notes:** **Eighth Grade: M/J U.S. History** – The eighth grade social studies curriculum consists of the following content area strands: American History

## **RELATED BENCHMARKS (85) :**

Scheme	Descriptor	Cognitive Complexity
SS.8.A.1.1	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.	
SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.	
SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.	
SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.	
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.	

- SS.8.A.1.6 Compare interpretations of key events and issues throughout American History.
- SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.8.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
- SS.8.A.2.2 Compare the characteristics of the New England, Middle, and Southern colonies.
- SS.8.A.2.3 Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
- SS.8.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
- SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations.
- SS.8.A.2.6 Examine the causes, course, and consequences of the French and Indian War.
- SS.8.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.3.1 Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
- SS.8.A.3.2 Explain American colonial reaction to British policy from 1763 - 1774.
- SS.8.A.3.3 Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American

Revolutionary efforts.

- SS.8.A.3.4 Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
- SS.8.A.3.5 Describe the influence of individuals on social and political developments during the Revolutionary era.
- SS.8.A.3.6 Examine the causes, course, and consequences of the American Revolution.
- SS.8.A.3.7 Examine the structure, content, and consequences of the Declaration of Independence.
- SS.8.A.3.8 Examine individuals and groups that affected political and social motivations during the American Revolution.
- SS.8.A.3.9 Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
- SS.8.A.3.10 Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
- SS.8.A.3.11 Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
- SS.8.A.3.12 Examine the influences of George Washington's presidency in the formation of the new nation.
- SS.8.A.3.13 Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
- SS.8.A.3.14 Explain major domestic and international economic,

military, political, and socio-cultural events of Thomas Jefferson's presidency.

- SS.8.A.3.15 Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- SS.8.A.3.16 Examine key events in Florida history as each impacts this era of American history.
- SS.8.A.4.1 Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
- SS.8.A.4.2 Describe the debate surrounding the spread of slavery into western territories and Florida.
- SS.8.A.4.3 Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8.A.4.4 Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.5 Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.6 Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- SS.8.A.4.7 Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
- SS.8.A.4.8 Describe the influence of individuals on social and political

developments of this era in American History.

- SS.8.A.4.9 Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
- SS.8.A.4.10 Analyze the impact of technological advancements on the agricultural economy and slave labor.
- SS.8.A.4.11 Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- SS.8.A.4.12 Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- SS.8.A.4.13 Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
- SS.8.A.4.14 Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- SS.8.A.4.15 Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- SS.8.A.4.16 Identify key ideas and influences of Jacksonian democracy.
- SS.8.A.4.17 Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18 Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8.A.5.1 Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in

the Senate).

- SS.8.A.5.2 Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.3 Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
- SS.8.A.5.4 Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
- SS.8.A.5.5 Compare Union and Confederate strengths and weaknesses.
- SS.8.A.5.6 Compare significant Civil War battles and events and their effects on civilian populations.
- SS.8.A.5.7 Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8 Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
- SS.8.C.1.1 Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.2 Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
- SS.8.C.1.3 Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4 Identify the evolving forms of civic and political

participation from the colonial period through Reconstruction.

- SS.8.C.1.5 Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.6 Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
- SS.8.C.2.1 Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
- SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2 Explain the economic impact of government policies.
- SS.8.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.E.3.1 Evaluate domestic and international interdependence.
- SS.8.G.1.1 Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2 Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1 Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

- SS.8.G.2.2 Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
- SS.8.G.2.3 Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.3.1 Locate and describe in geographic terms the major ecosystems of the United States.
- SS.8.G.3.2 Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
- SS.8.G.4.1 Interpret population growth and other demographic data for any given place in the United States throughout its history.
- SS.8.G.4.2 Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
- SS.8.G.4.3 Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.8.G.4.4 Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- SS.8.G.4.5 Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.6 Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.5.1 Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.



- SS.8.G.5.2 Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
- SS.8.G.6.1 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
- SS.8.G.6.2 Illustrate places and events in U.S. history through the use of narratives and graphic representations.

**GENERAL INFORMATION**

**Course Number:** 2100020  
**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [American and Western Hemispheric Histories](#) »  
**Course Title:** M/J United States History  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** M/J United States History  
**Course Length:** Year  
**Course Level:** 3  
**Course Status:** State Board Approved  
**General Notes:** **Eighth Grade: M/J U.S. History Advanced** – The eighth grade social studies curriculum consists of the following content area strands: American History

**RELATED BENCHMARKS (92) :**

Scheme	Descriptor	Cognitive Complexity
LA.8.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.8.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.8.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.8.6.2.2	The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;	
LA.8.6.2.4	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.	

MA.8.A.1.3	Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations.	High
MA.8.A.1.6	Compare the graphs of linear and non-linear functions for real-world situations.	Moderate
SS.8.A.1.1	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.	
SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.	
SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.	
SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.	
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.	
SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.	
SS.8.A.1.7	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.	
SS.8.A.2.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.	
SS.8.A.2.2	Compare the characteristics of the New England, Middle, and Southern colonies.	
SS.8.A.2.3	Differentiate economic systems of New England, Middle	

and Southern colonies including indentured servants and slaves as labor sources.

- SS.8.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
- SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations.
- SS.8.A.2.6 Examine the causes, course, and consequences of the French and Indian War.
- SS.8.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.3.1 Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
- SS.8.A.3.2 Explain American colonial reaction to British policy from 1763 - 1774.
- SS.8.A.3.3 Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
- SS.8.A.3.4 Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
- SS.8.A.3.5 Describe the influence of individuals on social and political developments during the Revolutionary era.
- SS.8.A.3.6 Examine the causes, course, and consequences of the American Revolution.

- SS.8.A.3.7 Examine the structure, content, and consequences of the Declaration of Independence.
- SS.8.A.3.8 Examine individuals and groups that affected political and social motivations during the American Revolution.
- SS.8.A.3.9 Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
- SS.8.A.3.10 Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
- SS.8.A.3.11 Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
- SS.8.A.3.12 Examine the influences of George Washington's presidency in the formation of the new nation.
- SS.8.A.3.13 Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
- SS.8.A.3.14 Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
- SS.8.A.3.15 Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- SS.8.A.3.16 Examine key events in Florida history as each impacts this era of American history.
- SS.8.A.4.1 Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-

Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

- SS.8.A.4.2 Describe the debate surrounding the spread of slavery into western territories and Florida.
- SS.8.A.4.3 Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8.A.4.4 Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.5 Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.6 Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- SS.8.A.4.7 Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
- SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History.
- SS.8.A.4.9 Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
- SS.8.A.4.10 Analyze the impact of technological advancements on the agricultural economy and slave labor.
- SS.8.A.4.11 Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

- SS.8.A.4.12 Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- SS.8.A.4.13 Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
- SS.8.A.4.14 Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- SS.8.A.4.15 Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- SS.8.A.4.16 Identify key ideas and influences of Jacksonian democracy.
- SS.8.A.4.17 Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18 Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8.A.5.1 Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2 Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.3 Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
- SS.8.A.5.4 Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

- SS.8.A.5.5 Compare Union and Confederate strengths and weaknesses.
- SS.8.A.5.6 Compare significant Civil War battles and events and their effects on civilian populations.
- SS.8.A.5.7 Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8 Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
- SS.8.C.1.1 Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.2 Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
- SS.8.C.1.3 Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4 Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.C.1.5 Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.6 Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.



- SS.8.C.2.1 Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
- SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2 Explain the economic impact of government policies.
- SS.8.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.E.3.1 Evaluate domestic and international interdependence.
- SS.8.G.1.1 Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2 Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1 Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.2 Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
- SS.8.G.2.3 Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

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

analyze geographic problems and changes over time throughout American history.

SS.8.G.6.2 Illustrate places and events in U.S. history through the use of narratives and graphic representations.

### **RELATED GLOSSARY TERM DEFINITIONS (8)**

Equality	A mathematical statement of the equivalence of two quantities. Equivalence properties of equality includes reflexive ( $a=a$ ), symmetric (if $a=b$ , then $b=a$ ), and transitive (if $a=b$ and $b=c$ , then $a=c$ ) properties. A balanced equation will remain balanced if you add, subtract, multiply or divide (excluding division by zero) both sides by the same number.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Linear function	A relationship between two variables such that for a fixed change in one variable, there is fixed change in the other variable. If there is one independent variable (e.g. $f(x)=mx+b$ ), then the graph of the function will be a line. If there are two independent variables (e.g. $f(x,y)=ax+by+c$ ) then the graph of the function will be a plane.
Model	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Real-world problem	A problem that is an application of a mathematical concept in a real-life situation.
Representations	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Table	A data display that organizes information about a topic into categories using rows and columns.
Function	A relation in which each value of $x$ is paired with a unique value of $y$ . More formally, a function from $A$ to $B$ is a relation $f$ such that every $a \in A$ is uniquely associated with an object $F(a) \in B$ .

**GENERAL INFORMATION**

**Course Number:** 2100025

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [American and Western Hemispheric Histories](#) »

**Course Title:** M/J United States History Advanced & Career Planning

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** M/J United States History Advanced & Career Planning

**Course Length:** Year

**Course Level:** 3

**Course Status:** Draft - Not Approved

**General Notes:** **Career and Education Planning -** The career and education planning course required by Section 1003.4156

**RELATED BENCHMARKS (85) :**

Scheme	Descriptor	Cognitive Complexity
SS.8.A.1.1	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.	
SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.	
SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.	
SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.	
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.	
SS.8.A.1.6	Compare interpretations of key events and issues throughout	

American History.

- SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.8.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
- SS.8.A.2.2 Compare the characteristics of the New England, Middle, and Southern colonies.
- SS.8.A.2.3 Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
- SS.8.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
- SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations.
- SS.8.A.2.6 Examine the causes, course, and consequences of the French and Indian War.
- SS.8.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.3.1 Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
- SS.8.A.3.2 Explain American colonial reaction to British policy from 1763 - 1774.
- SS.8.A.3.3 Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

- SS.8.A.3.4 Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
- SS.8.A.3.5 Describe the influence of individuals on social and political developments during the Revolutionary era.
- SS.8.A.3.6 Examine the causes, course, and consequences of the American Revolution.
- SS.8.A.3.7 Examine the structure, content, and consequences of the Declaration of Independence.
- SS.8.A.3.8 Examine individuals and groups that affected political and social motivations during the American Revolution.
- SS.8.A.3.9 Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
- SS.8.A.3.10 Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
- SS.8.A.3.11 Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
- SS.8.A.3.12 Examine the influences of George Washington's presidency in the formation of the new nation.
- SS.8.A.3.13 Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
- SS.8.A.3.14 Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

- SS.8.A.3.15 Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- SS.8.A.3.16 Examine key events in Florida history as each impacts this era of American history.
- SS.8.A.4.1 Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
- SS.8.A.4.2 Describe the debate surrounding the spread of slavery into western territories and Florida.
- SS.8.A.4.3 Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8.A.4.4 Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.5 Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.6 Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- SS.8.A.4.7 Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
- SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History.
- SS.8.A.4.9 Analyze the causes, course and consequences of the Second

Great Awakening on social reform movements.

- SS.8.A.4.10 Analyze the impact of technological advancements on the agricultural economy and slave labor.
- SS.8.A.4.11 Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- SS.8.A.4.12 Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- SS.8.A.4.13 Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
- SS.8.A.4.14 Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- SS.8.A.4.15 Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- SS.8.A.4.16 Identify key ideas and influences of Jacksonian democracy.
- SS.8.A.4.17 Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18 Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8.A.5.1 Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2 Analyze the role of slavery in the development of sectional



conflict.

- SS.8.A.5.3 Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
- SS.8.A.5.4 Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
- SS.8.A.5.5 Compare Union and Confederate strengths and weaknesses.
- SS.8.A.5.6 Compare significant Civil War battles and events and their effects on civilian populations.
- SS.8.A.5.7 Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8 Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
- SS.8.C.1.1 Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.2 Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
- SS.8.C.1.3 Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4 Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

- SS.8.C.1.5 Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.6 Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
- SS.8.C.2.1 Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
- SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2 Explain the economic impact of government policies.
- SS.8.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.E.3.1 Evaluate domestic and international interdependence.
- SS.8.G.1.1 Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2 Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1 Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.2 Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political

ramifications.

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

history.

SS.8.G.6.1 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

SS.8.G.6.2 Illustrate places and events in U.S. history through the use of narratives and graphic representations.

Florida Department of Education

CURRICULUM FRAMEWORK - GRADES 6-8

**Subject Area:** Social Studies  
**Course Number:** 2100030  
**Course Title:** M/J Florida History  
**Course Length:** 1 year

- A. Major concepts/content.** Students understand the development of the state of Florida within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. They 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.

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

- geographic, historic and time-space relationships
- evolution of Florida's diverse heritage through Spanish, French, British and American occupations
- Florida's Native American population
- United States annexation and territorial experience
- statehood
- Florida's role in sectionalism
- system of slavery
- Civil War and Reconstruction
- Florida's diverse geographic regions and population groups
- state government
- Florida's present-day problems and potential problems
- projection of Florida's future development

- B. Special note.** Inclusion of outcomes 2-5 and 8 will allow this course to fulfill middle school requirements for Florida History and Civics.

- C. Intended outcomes.** After successfully completing this course, the student will:

- 1 Demonstrate basic geographic skills as they pertain to Florida and its relationship to the world.
- 2 Recognize the importance of individuals and various cultural and ethnic groups to Florida's history.
- 3 Identify major events and their importance to Florida's

history.

4 Identify the rights and responsibilities as a citizen in the state of Florida.

5 Identify the structure and function of governmental levels within the state of Florida.

6 Recognize interrelationships among Florida's population, economy, technology and environment.

7 Identify the major problems facing present-day and future Floridians.

8 Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**GENERAL INFORMATION**

**Course Number:** 2100310

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) »  
**Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [American and Western Hemispheric Histories](#) »

**Course Title:** United States History

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** United States History

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Type:** Core

**Course Level:** 2

**Course Status:** State Board Approved

**Graduation Requirements:** American History (AH)

**General Notes:** **United States History (U.S. History) 9-12 Course** – The grade 9-12 United States History course consists of the following content area strands: United States History

**RELATED BENCHMARKS (100) :**

Scheme	Descriptor	Cognitive Complexity
LA.1112.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.1112.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.1112.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.1112.2.2.2	The student will use information from the text to answer questions or to state the main idea or provide relevant details;	
LA.1112.2.2.3	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through	

charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

LA.1112.6.2.4	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.	
LA.1112.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
MA.912.A.2.1	Create a graph to represent a real-world situation.	Moderate
MA.912.A.2.2	Interpret a graph representing a real-world situation.	Moderate
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.	
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.	
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.	
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.	
SS.912.A.1.5	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.	
SS.912.A.1.6	Use case studies to explore social, political, legal, and economic relationships in history.	
SS.912.A.1.7	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.	



- SS.912.A.2.1 Review causes and consequences of the Civil War.
- SS.912.A.2.2 Assess the influence of significant people or groups on Reconstruction.
- SS.912.A.2.3 Describe the issues that divided Republicans during the early Reconstruction era.
- SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
- SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- SS.912.A.2.6 Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
- SS.912.A.2.7 Review the Native American experience.
- SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
- SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
- SS.912.A.3.3 Compare the first and second Industrial Revolutions in the United States.
- SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
- SS.912.A.3.5 Identify significant inventors of the Industrial Revolution including African Americans and women.
- SS.912.A.3.6 Analyze changes that occurred as the United States

shifted from agrarian to an industrial society.

- SS.912.A.3.7 Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
- SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.A.3.9 Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
- SS.912.A.3.10 Review different economic and philosophic ideologies.
- SS.912.A.3.11 Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
- SS.912.A.3.12 Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.3.13 Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.4.1 Analyze the major factors that drove United States imperialism.
- SS.912.A.4.2 Explain the motives of the United States acquisition of the territories.
- SS.912.A.4.3 Examine causes, course, and consequences of the Spanish American War.
- SS.912.A.4.4 Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

- SS.912.A.4.5 Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.6 Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
- SS.912.A.4.7 Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
- SS.912.A.4.8 Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9 Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.10 Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- SS.912.A.4.11 Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.1 Discuss the economic outcomes of demobilization.
- SS.912.A.5.2 Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.3 Examine the impact of United States foreign economic policy during the 1920s.
- SS.912.A.5.4 Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

- SS.912.A.5.5 Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.6 Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7 Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8 Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- SS.912.A.5.9 Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10 Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.5.11 Examine causes, course, and consequences of the Great Depression and the New Deal.
- SS.912.A.5.12 Examine key events and people in Florida history as they relate to United States history.
- SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.
- SS.912.A.6.2 Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
- SS.912.A.6.3 Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

- SS.912.A.6.4 Examine efforts to expand or contract rights for various populations during World War II.
- SS.912.A.6.5 Explain the impact of World War II on domestic government policy.
- SS.912.A.6.6 Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
- SS.912.A.6.7 Describe the attempts to promote international justice through the Nuremberg Trials.
- SS.912.A.6.8 Analyze the effects of the Red Scare on domestic United States policy.
- SS.912.A.6.9 Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.6.10 Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
- SS.912.A.6.11 Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
- SS.912.A.6.12 Examine causes, course, and consequences of the Korean War.
- SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- SS.912.A.6.14 Analyze causes, course, and consequences of the Vietnam War.
- SS.912.A.6.15 Examine key events and peoples in Florida history as they relate to United States history.

- SS.912.A.7.1 Identify causes for Post-World War II prosperity and its effects on American society.
- SS.912.A.7.2 Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
- SS.912.A.7.3 Examine the changing status of women in the United States from post-World War II to present.
- SS.912.A.7.4 Evaluate the success of 1960s era presidents' foreign and domestic policies.
- SS.912.A.7.5 Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7 Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8 Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.9 Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.10 Analyze the significance of Vietnam and Watergate on the government and people of the United States.
- SS.912.A.7.11 Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12 Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st

century.

- SS.912.A.7.13 Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
- SS.912.A.7.14 Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.A.7.15 Analyze the effects of foreign and domestic terrorism on the American people.
- SS.912.A.7.16 Examine changes in immigration policy and attitudes toward immigration since 1950.
- SS.912.A.7.17 Examine key events and key people in Florida history as they relate to United States history.
- SS.912.G.1.2 Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3 Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.2.1 Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3 Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.H.1.1 Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre

according to the periods in which they were created.

- SS.912.H.1.3      Relate works in the arts to various cultures.
- SS.912.H.1.5      Examine artistic response to social issues and new ideas in various cultures.
- SS.912.H.3.1      Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**RELATED GLOSSARY TERM DEFINITIONS (5)**

- Axes                      The horizontal and vertical number lines used in a coordinate plane system.
- Line                      A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
- Plot                      To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
- Unit                      A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
- Function                A relation in which each value of  $x$  is paired with a unique value of  $y$ . More formally, a function from A to B is a relation  $f$  such that every  $a \in A$  is uniquely associated with an object  $F(a) \in B$ .



**GENERAL INFORMATION**

**Course Number:** 2100320

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) »  
**Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [American and Western Hemispheric Histories](#) »

**Course Title:** United States History Honors

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** United States History Honors

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**Graduation Requirements:** American History (AH)

**General Notes:** **United States History (U.S. History) 9-12 Course** –  
The grade 9-12 United States History course consists of the following content area strands: United States History

**RELATED BENCHMARKS (100) :**

Scheme	Descriptor	Cognitive Complexity
LA.1112.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.1112.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.1112.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.1112.2.2.2	The student will use information from the text to answer questions or to state the main idea or provide relevant details;	
LA.1112.2.2.3	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing,	

comparing, contrasting, outlining);

LA.1112.6.2.4	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.	
LA.1112.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
MA.912.A.2.1	Create a graph to represent a real-world situation.	Moderate
MA.912.A.2.2	Interpret a graph representing a real-world situation.	Moderate
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.	
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.	
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.	
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.	
SS.912.A.1.5	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.	
SS.912.A.1.6	Use case studies to explore social, political, legal, and economic relationships in history.	
SS.912.A.1.7	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.	

- SS.912.A.2.1 Review causes and consequences of the Civil War.
- SS.912.A.2.2 Assess the influence of significant people or groups on Reconstruction.
- SS.912.A.2.3 Describe the issues that divided Republicans during the early Reconstruction era.
- SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
- SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- SS.912.A.2.6 Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
- SS.912.A.2.7 Review the Native American experience.
- SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
- SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
- SS.912.A.3.3 Compare the first and second Industrial Revolutions in the United States.
- SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
- SS.912.A.3.5 Identify significant inventors of the Industrial Revolution including African Americans and women.
- SS.912.A.3.6 Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

- SS.912.A.3.7 Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
- SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.A.3.9 Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
- SS.912.A.3.10 Review different economic and philosophic ideologies.
- SS.912.A.3.11 Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
- SS.912.A.3.12 Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.3.13 Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.4.1 Analyze the major factors that drove United States imperialism.
- SS.912.A.4.2 Explain the motives of the United States acquisition of the territories.
- SS.912.A.4.3 Examine causes, course, and consequences of the Spanish American War.
- SS.912.A.4.4 Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

- SS.912.A.4.5 Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.6 Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
- SS.912.A.4.7 Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
- SS.912.A.4.8 Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9 Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.10 Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- SS.912.A.4.11 Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.1 Discuss the economic outcomes of demobilization.
- SS.912.A.5.2 Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.3 Examine the impact of United States foreign economic policy during the 1920s.
- SS.912.A.5.4 Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

- SS.912.A.5.5 Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.6 Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7 Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8 Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- SS.912.A.5.9 Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10 Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.5.11 Examine causes, course, and consequences of the Great Depression and the New Deal.
- SS.912.A.5.12 Examine key events and people in Florida history as they relate to United States history.
- SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.
- SS.912.A.6.2 Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
- SS.912.A.6.3 Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

- SS.912.A.6.4 Examine efforts to expand or contract rights for various populations during World War II.
- SS.912.A.6.5 Explain the impact of World War II on domestic government policy.
- SS.912.A.6.6 Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
- SS.912.A.6.7 Describe the attempts to promote international justice through the Nuremberg Trials.
- SS.912.A.6.8 Analyze the effects of the Red Scare on domestic United States policy.
- SS.912.A.6.9 Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.6.10 Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
- SS.912.A.6.11 Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
- SS.912.A.6.12 Examine causes, course, and consequences of the Korean War.
- SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- SS.912.A.6.14 Analyze causes, course, and consequences of the Vietnam War.
- SS.912.A.6.15 Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.7.1 Identify causes for Post-World War II prosperity and its

effects on American society.

- SS.912.A.7.2 Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
- SS.912.A.7.3 Examine the changing status of women in the United States from post-World War II to present.
- SS.912.A.7.4 Evaluate the success of 1960s era presidents' foreign and domestic policies.
- SS.912.A.7.5 Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7 Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8 Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.9 Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.10 Analyze the significance of Vietnam and Watergate on the government and people of the United States.
- SS.912.A.7.11 Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12 Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.



- SS.912.A.7.13 Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
- SS.912.A.7.14 Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.A.7.15 Analyze the effects of foreign and domestic terrorism on the American people.
- SS.912.A.7.16 Examine changes in immigration policy and attitudes toward immigration since 1950.
- SS.912.A.7.17 Examine key events and key people in Florida history as they relate to United States history.
- SS.912.G.1.2 Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3 Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.2.1 Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3 Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.H.1.1 Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

- SS.912.H.1.3      Relate works in the arts to various cultures.
- SS.912.H.1.5      Examine artistic response to social issues and new ideas in various cultures.
- SS.912.H.3.1      Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**RELATED GLOSSARY TERM DEFINITIONS (5)**

- Axes                      The horizontal and vertical number lines used in a coordinate plane system.
- Line                      A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
- Plot                      To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
- Unit                      A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
- Function                A relation in which each value of  $x$  is paired with a unique value of  $y$ . More formally, a function from  $A$  to  $B$  is a relation  $f$  such that every  $a \in A$  is uniquely associated with an object  $F(a) \in B$ .

## **GENERAL INFORMATION**

**Course Number:** 2100330

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [American and Western Hemispheric Histories](#) »

**Course Title:** Advanced Placement United States History

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** Advanced Placement United States History

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**Graduation Requirements:** American History (AH)

**AP?**

**Advanced Placement:** Yes

**General Notes:** The course descriptions for Advanced Placement courses are located on the College Board site at <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2100340  
**Course Title:** African-American History  
**Credit:** 0.5

**A. Major concepts/content.** Students understand the development of African American heritage within the context of a broad historical focus. Students examine connections to the past to prepare for the future as participating members of a democratic society.

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

- time-space relationships
- African heritage
- Diaspora of black people throughout the world
- impact of the system of slavery on black people, forced migration to the United States
- impact of American documents, ideals and characteristics on every phase of life of African Americans
- significant turning points and trends in the development of African American culture and institutions

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand how contemporary and future African American heritage is shaped by experiences of the past.
2. Understand the significance of physical and cultural geography on the development of the African American heritage.

3. Understand the impact of significant African American people, ideas and events on the development of values, traditions and social, economic and political institutions in the United States.
4. Understand current and historic events in relation to the African American perspective and experiences and the significance of the African American contributions.
5. Understand the processes used to create and interpret history.
6. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2100350  
**Course Title:** Florida History  
**Credit:** 0.5

**A. Major concepts/content.** Students understand the development of the state of Florida within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems related to the multifaceted issues that will face them in the 21st century.

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

- geographic, historic and time-space relationships
- evolution of Florida's diverse heritage through Spanish, French, British and American occupations
- Florida's Native-American population
- American annexation and territorial experience
- statehood and an analysis of Florida's first constitution
- system of slavery
- Florida under the Confederacy and Reconstruction
- Florida's role as a part of the new South
- technological and urban transformations of the state
- evolution of Florida lifestyles and ideals over the centuries
- historic evolution of the Florida economy
- Florida's diverse geographic regions and population groups
- changes in state government over time
- Florida's present-day problems and potentials
- state's prospects in short-term future

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand how contemporary Florida society is shaped by the experiences of the past.
2. Explain the significance of physical and cultural geography on the development of Florida society.
3. Compare major individuals, events and characteristics of historical periods in Florida history.
4. Understand current and historic events from the perspective of diverse cultural and ethnic groups.
5. Compare Florida's ethnic cultures, past and present, based on their political and economic systems, religious and moral beliefs and socialization processes.
6. Explain how major Florida traditions (political, economic and social) changed or altered historical patterns of development in the state.
7. Identify causes and effects of various changes in the historical development of Florida.
8. Understand the interaction of science, society and technology in Florida historical development.
9. Explain the uniqueness of the Florida people as a synthesis of various cultures.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2100360  
**Course Title:** Latin American History  
**Credit:** 1.0

**A. Major concepts/content.** Students acquire an understanding of the development of the Latin American people by examining the history and culture of the region with emphasis on the Caribbean Basin, Central America and South America. Students assess the effect of this region's historical development to better understand the region's role in the global community and to develop a world view that appreciates diverse cultures.

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

- geographic-historic and time-space relationships
- use of arbitrary periodization in Latin American history
- Native-American heritage of the region before the arrival of the Europeans
- Spanish heritage
- influence and impact of the Catholic Church on Latin American cultures
- evolution of political systems and philosophies in Latin American societies
- interaction of science and Latin American cultures
- development of nationalism as a Latin American phenomenon
- origin and course of economic systems and philosophies in Latin American societies
- influence of major historical figures and events in Latin American history
- contemporary Latin American affairs

**B. Special note.** None



**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand how contemporary Latin American cultures are shaped by experiences of the past.
2. Understand the significance of physical and cultural geography on the development of Latin American civilization and nation-states.
3. Compare major individuals, events and characteristics of historical periods in Latin American history.
4. Understand current and historic events in Latin America from the perspectives of diverse cultural and national groups.
5. Compare the major Latin American cultures, past and present, based on their political and economic systems, religious and moral beliefs, and socialization processes.
6. Explain how major belief systems (political, economic and social) changed or altered historical patterns of development in the Latin American region.
7. Identify the causes and effects of various changes in the historical development of Latin America.
8. Understand the interaction of science, society and technology within Latin American historical contexts.
9. Explain the uniqueness of the people of Latin America as a synthesis of geographic, religious, political and economic factors.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

## Florida Department of Education

## COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2100370  
**Course Title:** Eastern and Western Heritage  
**Credit:** 1.0

**Will meet graduation requirement for World History**

- A. Major Concepts/Content.** The purpose of this course is to enable students to understand the development of the world community within the context of history by examining connections to the past to prepare for the future as participating members of a global society. Students will 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.

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

- birth of civilizations throughout the world: origins of civilized societies, including Mesopotamia, Africa, China, India, and Mesoamerica from the perspective of cultural geography
- four classic civilizations: growth, dissemination, and decline of India, China, Greece, and Rome
- emerging civilizations: the role of isolation and interaction in the development of the Byzantine Empire; African and Mesoamerican civilizations; India, China, Japan, and Europe
- transitions: renaissance, reformation, and revolution (emergence of “new” social, political, economic, and religious institutions and ideas)

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** This course, offered at 9th grade, is the first course of a three year sequence. Visions and Their Pursuits (2100380), offered at 10th grade, and Visions and Countervisions (2100390), offered at 11th grade, complete the sequence and fulfill the graduation requirements for American History and World History.

Students earning credit in this course may not earn credit in World History (2109310) or World History Honors (2109320).

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course the student will:**

1. **Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in Eastern and Western civilizations.**
  - SS.A.2.4.7 understand the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.
  - SS.A.2.4.9 understand significant social, cultural, and religious features of India, and India's conflict with the Moslem Turks.
  - SS.A.2.4.10 understand significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America.
  - SS.A.2.4.11 understand political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.
  - SS.A.3.4.1 understand the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.
  - SS.A.3.4.2 understand significant religious and societal issues from the Renaissance through the Reformation.
  - SS.A.3.4.3 understand the significant economic, political, and cultural interactions among the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European expansion.
  - SS.A.3.4.6 understand transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.
  - SS.C.1.4.1 understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).
  
2. **Demonstrate understanding of the significance of physical and cultural geography on the development of Eastern and Western civilizations and societies.**
  - SS.A.2.4.1 understand the early physical and cultural developments of humans.

- SS.B.1.4.4 understand how cultural and technological characteristics can link or divide regions.
  - SS.B.2.4.1 understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
  - SS.B.2.4.2 understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.
- 3. Demonstrate understanding of the characteristics of different economic systems and institutions.**
- SS.D.2.4.1 understand how wages and prices are determined in market, command, tradition-based, and mixed economic systems and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.
  - SS.D.2.4.5 understand basic terms and indicators associated with levels of economic performance and the state of the economy.
- 4. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including Africans.**
- SS.A.2.4.6 understand features of the theological and cultural conflict between the Muslim world and Christendom and the resulting religious, political, and economic competition in the Mediterranean region.
  - SS.A.2.4.9 understand significant social, cultural, and religious features of India, and India's conflict with the Moslem Turks.
  - SS.A.3.4.4 know the significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism, their spheres of influence in the age of expansion, and their reforms in the 19th century.
  - SS.A.3.4.5 understand the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.
  - SS.B.1.4.5 understand how various factors affect people's mental maps.
- 5. Demonstrate understanding of the processes used to create and interpret history.**
- SS.A.1.4.1 understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
  - SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.

- SS.A.1.4.4 use chronology, sequencing, patterns, and periodization to examine interpretations of an event.
- SS.B.1.4.2 understand the advantages and disadvantages of using maps from different sources and different points of view.

**6. Demonstrate understanding of the interactions among science, technology, and society within the historical contexts of specified Eastern and Western civilizations.**

- SS.A.2.4.2 understand the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.
- SS.A.2.4.3 understand the emergence of civilization in China, southwest Asia, and the Mediterranean basin.
- SS.A.2.4.4 understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.
- SS.A.2.4.5 understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.
- SS.A.2.4.8 understand cultural, religious, political, and technological developments of civilizations in Asia and Africa.
- SS.A.3.4.8 understand the effects of the Industrial Revolution.

**7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

- SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of a historical event or episode.
- SS.B.1.4.1 use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.
- SS.B.1.4.3 use mental maps of physical and human features of the world to answer complex geographic questions.

(**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

## Florida Department of Education

## COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2100380  
**Course Title:** Visions and Their Pursuits: An American Tradition –  
U.S. History to 1920  
**Credit:** 1.0

**Will meet graduation requirement for American History as noted below**

- A. Major Concepts/Content.** The purpose of this course is to enable students to understand major concepts and trends evidenced in the United States in the period from European exploration through World War I. A thematic and chronological approach will structure the content around “visions,” including human values, attitudes, and responses to the challenges and opportunities offered during these times.

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

- the foundation and early development of the United States as organized by the visions of the Anglo-Americans who participated in the colonization
- revolutions leading to the establishment and early success of the United States, including political, social, cultural, intellectual, and technological revolutions
- the structure and function of political divisions, especially the organization of the federal government as outlined in the U.S. Constitution
- the impact of economic, social, and political changes on traditional American values; reactions to changes; and growth of sectionalism
- the failure of previous visions and the emergence of an industrial, urban and pluralistic society that demanded new visions to carry the nation into the 20th century

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** This course, offered at 10th grade, is the second course of a three year sequence. Eastern and Western Heritage (2100370) or Eastern and Western Heritage Honors (2100460), offered at 9th grade, and Visions and Countervisions (2100390) or Visions and Countervisions Honors (2100480), offered at 11th grade, complete the sequence and fulfill the graduation requirements for American History and World History.

**Course Number: 2100380 - Visions and Their Pursuits: An American Tradition – U.S. History to 1920**

Page 2 of 4

Students earning credit in both Visions and Their Pursuits (2100380), Visions and Their Pursuits Honors (2100470), Visions and Countervisions (2100390), or Visions and Countervisions Honors (2100480) may not earn credit in American History (2100310) or American History Honors (2100320).

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course the student will:**

- 1. Demonstrate understanding of how experiences of the past shape contemporary and future United States society.**
  - SS.A.4.4.2 understand how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.
  - SS.A.5.4.1 know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.
  
- 2. Demonstrate understanding of the significance of physical and cultural geography on the development of United States society.**
  - SS.B.1.4.4 understand how cultural and technological characteristics can link or divide regions.
  - SS.B.2.4.1 understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
  - SS.B.2.4.2 understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.
  - SS.B.2.4.3 understand how the allocation of control of the Earth's surface affects interactions between people in different regions.
  - SS.B.2.4.5 know how humans overcome "limits to growth" imposed by physical systems.
  - SS.B.2.4.6 understand the relationship between resources and the exploration, colonization, and settlement of different regions of the world.

- 3. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.**
  - SS.A.4.4.3 understand the significant military and political events that took place during the American Revolution.
  - SS.A.4.4.4 understand the political events that defined the Constitutional period.
  - SS.A.4.4.5 understand the significant political events that took place during the early national period.
  - SS.A.4.4.6 understand the military and economic events of the Civil War and Reconstruction.
  - SS.A.5.4.3 understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.
  - SS.C.1.4.2 understand the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).
  - SS.C.1.4.3 understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).
  - SS.D.2.4.6 understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.
  
- 4. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including slavery, the passage of slaves to American, abolition, and the contributions of African-Americans.**
  - SS.A.3.4.4 know the significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism, their spheres of influence in the age of expansion, and their reforms in the 19th century.
  - SS.A.4.4.1 understand the economic, social, and political interactions between Native Americans tribes and European settlers during the Age of Discovery.
  - SS.A.5.4.2 understand the social and cultural impact of immigrant groups and individuals on American society after 1880.



- 5. Demonstrate understanding of the processes used to create and interpret history.**
  - SS.A.1.4.1 understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
  
- 6. Demonstrate understanding of the interactions among science, technology, and society within United States historical contexts.**
  - SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.
  - SS.A.3.4.5 understand the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.
  - SS.A.5.4.1 know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.
  
- 7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**
  - SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of an historical event or episode.
  - SS.A.1.4.4 use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

**(Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

## Florida Department of Education

## COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2100390  
**Course Title:** Visions and Countervisions: Europe, the United States, and the World from 1848  
**Credit:** 1.0

**Will meet graduation requirement for World History**

- A. Major Concepts/Content.** The purpose of this course is to enable students to understand major concepts and trends evidenced in the United States, Europe, and the world from 1848 to the present. A thematic and chronological approach will structure the content around “visions” including human values, attitudes, and responses to the challenges and opportunities offered during these times.

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

- visions of revolution, nationalism, and imperialism evidenced in European history from 1848 to 1918
- international politics from 1918 to 1945 emphasizing post-war Europe, the reappearance of independent cultures, and the development of communism
- domestic issues affecting the U.S. from 1880 to the present
- United States economic, political, and social policies and their effects on the world from 1898 to the present

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** This course, offered at 11th grade, is the third course of a three year sequence. Eastern and Western Heritage (2100370) or Eastern and Western Heritage Honors (2100460), offered at 9th grade, and Visions and Their Pursuits (2100380) or Visions and Their Pursuits Honors (2100460), offered at 10th grade, complete the sequence and fulfill the graduation requirements for American History and World History.

Students earning credit in both Visions and Countervisions (2100390) or Visions and Countervisions Honors (2100480) and Visions and Their Pursuits (2100380) or Visions and Their Pursuits Honors (2100470) may not earn credit in American History (2100310) or American History Honors (2100320).

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course the student will:**

- 1. Demonstrate understanding of the significance of physical and cultural geography on the development of the United States and other societies.**
  - SS.B.1.4.4 understand how cultural and technological characteristics can link or divide regions.
  - SS.B.2.4.1 understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
  - SS.B.2.4.2 understand past and present trends in human migration and cultural interaction and their impact on human and physical systems.
  - SS.B.2.4.3 understand how the allocation of control of the Earth's surface affects interactions between people in different regions.
  - SS.B.2.4.6 understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
  
- 2. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States and other societies.**
  - SS.A.5.4.4 understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
  - SS.A.5.4.5 know the origins and effects of the involvement of the United States in World War II.
  - SS.A.5.4.6 understand the political events that shaped the development of United States foreign policy since World War II and know the characteristics of that policy.
  - SS.A.5.4.7 understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.

- SS.A.5.4.8 know significant political events and issues that have shaped domestic policy decisions in contemporary America.
  - SS.C.1.4.1 understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).
  - SS.C.1.4.2 understand the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).
  - SS.C.1.4.3 understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).
  - SS.C.1.4.4 understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.
  - SS.D.2.4.6 understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.
- 3. Demonstrate understanding of current and historic events in relation to the experiences, contributions and perspectives of diverse cultural and ethnic groups, including the contributions of African-Americans to society, and the Holocaust.**
- SS.A.5.4.7 understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.
  - SS.A.5.4.8 know significant political events and issues that have shaped domestic policy decisions in contemporary America.
- 4. Demonstrate understanding of the processes used to create and interpret history.**
- SS.A.1.4.1 understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
  - SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.

- 5. Demonstrate understanding of the interactions among science, technology, and society within United States and other historical contexts.**
  - SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.
  - SS.B.2.4.4 understand the global impacts of human changes in the physical environment.
  - SS.B.2.4.7 understand the concept of sustainable development.
  
- 6. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**
  - SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of an historical event or episode.
  - SS.A.1.4.4 use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

**(Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

**Florida Department of Education**  
**COURSE DESCRIPTIONS -GRADES 9- 12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2100400  
**Course Title:** The History of the Vietnam War  
**Credit:** 0.5

**A. Major concepts/content.** This course provides students the opportunity to acquire an understanding of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Topics include, but are not limited to, an understanding of geographic/historic and time/space relationships, the use of arbitrary periodization in the Vietnam War, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States homefront, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the effects of the Vietnam War on our lives today.

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the geography, cultural and historical development of Vietnam.
2. Recognize the makeup of United States forces in Vietnam.
3. Examine the United States military effort to right the war in Vietnam.
4. Examine the homefront of the United States during the Vietnam War.
5. Recognize the media's role in the Vietnam War.
6. Examine the Vietnam War through American literature and film.

7. Understand the tremendous damages and costs of the Vietnam War.
8. Examine crucial decisions made by the United States government during the Vietnam conflict.
9. Recognize the importance of the Vietnam War on our lives today.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2100410  
**Course Title:** Caribbean Studies  
**Credit:** 1.0

- A. Major concepts/content.** The purpose of this course is to acquire an understanding of the chronological development of the Caribbean people by examining the history and the culture of the region.
- B. Special note.** None
- C. Course Descriptions.** After successfully completing this course, the student will:
1. Understand how contemporary Caribbean cultures depend on the contributions of past civilizations.
  2. Explain the significance of geography on the development of Caribbean civilizations and nation-states.
  3. Compare major individuals, events, and characteristics of different periods in Caribbean history.
  4. Understand current and historic events from the perspective of diverse cultural and national groups.
  5. Compare the major Caribbean cultures, past and present, based on their political and economic systems, religious and moral beliefs, and socialization processes.
  6. Explain how major belief systems (political, economic, and social) changed historical patterns of development in the Caribbean region.
  7. Identify causes and effects of various changes in the historical development of the Caribbean.



8. Understand the interaction of science, society, and technology in historical development as it relates to Caribbean civilization.

**Florida Department of Education**

**COURSE DESCRIPTION- GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2100420  
**Course Title:** The Civil War and Reconstruction  
**Credit:** .5

**Will meet graduation requirement for an elective as noted below**

**A. Major Concepts/Content.** The purpose of this course is to enable students to understand the major concepts and trends evidenced in United States History in the period from the sectional crisis through Reconstruction. The military conflict will be the main focus of the course, but why it happened and the war's results can only be explained in terms of the entire period of the sectional crisis. The course is divided into four "units" of instruction. Unit I, "The Coming of the War," examines the period between the Missouri Compromise (1820) and the attack on Fort Sumter. Unit II, "The Civil War, 1861-62" takes a look at the first year and a half of the military conflict, while Unit III, "The Civil War, 1863-65" assesses the final two and a half years of the war. Finally, Unit IV, "Reconstruction," is an examination of how the south was politically, economically, and socially "reconstructed" in the decade and a half after the war.

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

- the political, economic, and social/cultural causes of the Civil War.
- the political and military objectives of the United States and Confederate States.
- the conduct of military and naval operations.
- the relationship between the war and Northern/Southern societies.
- post-war changes in American society, culture, economy.
- the effects of political and economic reconstruction on the south.
- the dilemma of preserving battlefields and other Civil War sites in a progressing society.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

**B. Special Note.** None

**Course Requirements.** The requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks

correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course the student will:**

- 1. Demonstrate understanding of how experiences of the past shape contemporary and future United States society.**
  - SS.A.4.4.2** understand how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.
  
- 2. Demonstrate understanding of the significance of physical and cultural geography on the development of United States society.**
  - SS.B.1.4.4** understand how cultural and technological characteristics can link or divide regions.
  
  - SS.B.2.4.1** understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
  
  - SS.B.2.4.2** understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.
  
  - SS.B.2.4.3** understand how the allocation of control of the Earth's surface affects interactions between people in different regions.
  
- 3. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.**
  - SS.A.4.4.4** understand the political events that defined the constitutional Period.
  
  - SS.A.4.4.5** understand the significant political events that took place during the early national period.
  
  - SS.A.4.4.6** understand the military and economic events of the Civil War and Reconstruction.
  
  - SS.C.1.4.2** understand the ideas that led to the creation of a limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).
  
- 4. Demonstrate understanding of current and historic events in relation to**

**experiences, contributions, and perspectives of diverse cultural and ethnic groups, including slavery, the passage of slaves to America, abolition, and the contribution of African-Americans.**

**SS.A.3.4.3** understands the significant economic, political, and cultural interactions among the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European expansion.

**5. Demonstrate understanding of the processes used to create and interpret history.**

**SS.A.1.4.1** understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.

**6. Demonstrate understanding of the interactions among science, technology, and society within United States historical contexts.**

**SS.A.1.4.2** identify and understand themes in history that cross scientific, economic, and cultural boundaries.

**7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

**SS.A.1.4.3** evaluate conflicting sources and materials in the interpretation of a historical event or episode.

**8. Demonstrate understanding of the world in spatial terms.**

**SS.B.1.4.2** understands the advantages and disadvantages of using maps from different sources and different points of view.

**SS.B.1.4.3** uses mental maps of physical and human features of the world to answer complex geographic questions.

**SS.B.1.4.4** understands how cultural and technological characteristics can link or divide regions.

**SS.B.1.4.5** understands how various factors affect people's mental maps.

## Florida Department of Education

## COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2100460  
**Course Title:** Eastern and Western Heritage Honors  
**Credit:** 1.0

**Will meet graduation requirement for World History**

- A. Major Concepts/Content.** The purpose of this course is to enable students to understand the development of the world community within the context of history by examining connections to the past to prepare for the future as participating members of a global society. Students will 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.

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

- birth of civilizations throughout the world: origins of civilized societies, including Mesopotamia, Africa, China, India, and Mesoamerica from the perspective of cultural geography
- four classic civilizations: growth, dissemination, and decline of India, China, Greece, and Rome
- emerging civilizations: the role of isolation and interaction in the development of the Byzantine Empire; African and Mesoamerican civilizations; India, China, Japan, and Europe
- transitions: renaissance, reformation, and revolution (emergence of “new” social, political, economic, and religious institutions and ideas)

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** This course, offered at 9th grade, is the first course of a three year sequence. Visions and Their Pursuits (2100380) or Visions and Their Pursuits Honors (2100470), offered at 10th grade, and Visions and Countervisions (2100390) or Visions and Countervisions Honors (2100480), offered at 11th grade, complete the sequence and fulfill the graduation requirements for American History and World History.

Students earning credit in this course may not earn credit in World History (2109310), World History Honors (2109320), or Eastern and Western Heritage (2100370).

The course requirements for this honors course are consistent with Eastern and Western Heritage, Course Number 2100370. The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course the student will:**

- 1. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in Eastern and Western civilizations.**
  - SS.A.2.4.7 understand the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.
  - SS.A.2.4.9 understand significant social, cultural, and religious features of India, and India's conflict with the Moslem Turks.
  - SS.A.2.4.10 understand significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America.
  - SS.A.2.4.11 understand political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.
  - SS.A.3.4.1 understand the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.
  - SS.A.3.4.2 understand significant religious and societal issues from the Renaissance through the Reformation.
  - SS.A.3.4.3 understand the significant economic, political, and cultural interactions among the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European expansion.
  - SS.A.3.4.6 understand transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.

SS.C.1.4.1 understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).

**2. Demonstrate understanding of the significance of physical and cultural geography on the development of Eastern and Western civilizations and societies.**

SS.A.2.4.1 understand the early physical and cultural developments of humans.

SS.B.1.4.4 understand how cultural and technological characteristics can link or divide regions.

SS.B.2.4.1 understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.

SS.B.2.4.2 understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.

**3. Demonstrate understanding of the characteristics of different economic systems and institutions.**

SS.D.2.4.1 understand how wages and prices are determined in market, command, tradition-based, and mixed economic systems and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.

SS.D.2.4.5 understand basic terms and indicators associated with levels of economic performance and the state of the economy.

**4. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including Africans.**

SS.A.2.4.6 understand features of the theological and cultural conflict between the Muslim world and Christendom and the resulting religious, political, and economic competition in the Mediterranean region.

SS.A.2.4.9 understand significant social, cultural, and religious features of India, and India's conflict with the Moslem Turks.

SS.A.3.4.4 know the significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism, their spheres of influence in the age of expansion, and their reforms in the 19th century.

SS.A.3.4.5 understand the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.

SS.B.1.4.5 understand how various factors affect people's mental maps.

**5. Demonstrate understanding of the processes used to create and interpret history.**

SS.A.1.4.1 understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.

SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.

SS.A.1.4.4 use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

SS.B.1.4.2 understand the advantages and disadvantages of using maps from different sources and different points of view.

**6. Demonstrate understanding of the interactions among science, technology, and society within the historical contexts of specified Eastern and Western civilizations.**

SS.A.2.4.2 understand the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.

SS.A.2.4.3 understand the emergence of civilization in China, southwest Asia, and the Mediterranean basin.

SS.A.2.4.4 understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.

SS.A.2.4.5 understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.

SS.A.2.4.8 understand cultural, religious, political, and technological developments of civilizations in Asia and Africa.

SS.A.3.4.8 understand the effects of the Industrial Revolution.

**7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of a historical event or episode.



SS.B.1.4.1 use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.

SS.B.1.4.3 use mental maps of physical and human features of the world to answer complex geographic questions.

**(Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

## Florida Department of Education

## COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2100470  
**Course Title:** Visions and Their Pursuits Honors: An American Tradition – U.S. History to 1920  
**Credit:** 1.0

**Will meet graduation requirement for American History as noted below**

- A. Major Concepts/Content.** The purpose of this course is to enable students to understand major concepts and trends evidenced in the United States in the period from European exploration through World War I. A thematic and chronological approach will structure the content around “visions,” including human values, attitudes, and responses to the challenges and opportunities offered during these times.

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

- the foundation and early development of the United States as organized by the visions of the Anglo-Americans who participated in the colonization
- revolutions leading to the establishment and early success of the United States, including political, social, cultural, intellectual, and technological revolutions
- the structure and function of political divisions, especially the organization of the federal government as outlined in the U.S. Constitution
- the impact of economic, social, and political changes on traditional American values; reactions to changes; and growth of sectionalism
- the failure of previous visions and the emergence of an industrial, urban and pluralistic society that demanded new visions to carry the nation into the 20th century

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** This course, offered at 10th grade, is the second course of a three year sequence. Eastern and Western Heritage (2100370) or Eastern and Western

Heritage Honors (210460), offered at 9th grade, Visions and Countervisions (2100390) or Visions and Countervisions Honors (2100480), offered at 11th grade, complete the sequence and fulfill the graduation requirements for American History and World History.

**Course Number: 2100470 - Visions and Their Pursuits Honors: An American Tradition – U.S. History to 1920**

Page 2 of 4

Students earning credit in both Visions and Their Pursuits Honors (2100460) and Visions and Countervisions, (2100390) may not earn credit in American History (2100310), American History Honors (2100320), or Visions and Their Pursuits (2100380).

The course requirements for this honors course are consistent with Visions and Their Pursuits: An American Tradition - U.S. History to 1920, Course Number 2100380. The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course the student will:**

**1. Demonstrate understanding of how experiences of the past shape contemporary and future United States society.**

SS.A.4.4.2 understand how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.

SS.A.5.4.1 know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.

**2. Demonstrate understanding of the significance of physical and cultural geography on the development of United States society.**

SS.B.1.4.4 understand how cultural and technological characteristics can link or divide regions.

SS.B.2.4.1 understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.

SS.B.2.4.2 understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.

SS.B.2.4.3 understand how the allocation of control of the Earth's surface affects interactions between people in different regions.

SS.B.2.4.5 know how humans overcome "limits to growth" imposed by physical systems.

- SS.B.2.4.6 understand the relationship between resources and the exploration, colonization, and settlement of different regions of the world.
- 3. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.**
- SS.A.4.4.3 understand the significant military and political events that took place during the American Revolution.
- SS.A.4.4.4 understand the political events that defined the Constitutional period.
- SS.A.4.4.5 understand the significant political events that took place during the early national period.
- SS.A.4.4.6 understand the military and economic events of the Civil War and Reconstruction.
- SS.A.5.4.3 understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.
- SS.C.1.4.2 understand the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).
- SS.C.1.4.3 understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).
- SS.D.2.4.6 understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.
- 4. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including slavery, the passage of slaves to American, abolition, and the contributions of African-Americans.**
- SS.A.3.4.4 know the significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism, their spheres of influence in the age of expansion, and their reforms in the 19th century.
- SS.A.4.4.1 understand the economic, social, and political interactions between Native Americans tribes and European settlers during the Age of Discovery.

**Course Number: 2100470 - Visions and Their Pursuits Honors: An American Tradition – U.S. History to 1920**

Page 4 of 4

SS.A.5.4.2 understand the social and cultural impact of immigrant groups and individuals on American society after 1880.

**5. Demonstrate understanding of the processes used to create and interpret history.**

SS.A.1.4.1 understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.

**6. Demonstrate understanding of the interactions among science, technology, and society within United States historical contexts.**

SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.

SS.A.3.4.5 understand the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.

SS.A.5.4.1 know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.

**7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of an historical event or episode.

SS.A.1.4.4 use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

**(Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

## Florida Department of Education

## COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2100480  
**Course Title:** Visions and Countervisions Honors: Europe, the United States, and the World from 1848  
**Credit:** 1.0

**Will meet graduation requirements for World History**

- A. Major Concepts/Content.** The purpose of this course is to enable students to understand major concepts and trends evidenced in the United States, Europe, and the world from 1848 to the present. A thematic and chronological approach will structure the content around “visions” including human values, attitudes, and responses to the challenges and opportunities offered during these times.

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

- visions of revolution, nationalism, and imperialism evidenced in European history from 1848 to 1918
- international politics from 1918 to 1945 emphasizing post-war Europe, the reappearance of independent cultures, and the development of communism
- domestic issues affecting the U.S. from 1880 to the present
- United States economic, political, and social policies and their effects on the world from 1898 to the present

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** This course, offered at 11th grade, is the third course of a three year sequence. Eastern and Western Heritage (2100370) or Eastern and Western Heritage Honors (2100460), offered at 9th grade, and Visions and Their Pursuits (2100380) or Visions and Their Pursuits Honors (2100470), offered at 10th grade, complete the sequence and fulfill the graduation requirements for American History and World History.

Students earning credit in both Visions and Countervisions Honors (2100480) and Visions and Their Pursuits (2100380) or Visions and Their Pursuits Honors (2100470) may not earn credit in American History (2100310), American History Honors (2100320), or Visions and Countervisions (2100390).

**Course Number: 2100480 - Visions and Countervisions Honors: Europe, the United States, and the World from 1848**

Page 2 of 4

The course requirements for this honors course are consistent with Visions and Countervisions: Europe, the United States, and the World from 1848, Course Number 2100390. The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course the student will:**

**1. Demonstrate understanding of the significance of physical and cultural geography on the development of the United States and other societies.**

- SS.B.1.4.4 understand how cultural and technological characteristics can link or divide regions.
- SS.B.2.4.1 understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
- SS.B.2.4.2 understand past and present trends in human migration and cultural interaction and their impact on human and physical systems.
- SS.B.2.4.3 understand how the allocation of control of the Earth's surface affects interactions between people in different regions.
- SS.B.2.4.6 understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.

**2. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States and other societies.**

- SS.A.5.4.4 understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
- SS.A.5.4.5 know the origins and effects of the involvement of the United States in World War II.
- SS.A.5.4.6 understand the political events that shaped the development of United States foreign policy since World War II and know the characteristics of that policy.

- SS.A.5.4.7 understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.
  - SS.A.5.4.8 know significant political events and issues that have shaped domestic policy decisions in contemporary America.
  - SS.C.1.4.1 understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).
  - SS.C.1.4.2 understand the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).
  - SS.C.1.4.3 understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).
  - SS.C.1.4.4 understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.
  - SS.D.2.4.6 understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.
- 3. Demonstrate understanding of current and historic events in relation to the experiences, contributions and perspectives of diverse cultural and ethnic groups, including the contributions of African-Americans to society, and the Holocaust.**
- SS.A.5.4.7 understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.
  - SS.A.5.4.8 know significant political events and issues that have shaped domestic policy decisions in contemporary America.
- 4. Demonstrate understanding of the processes used to create and interpret history.**
- SS.A.1.4.1 understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.



**Course Number: 2100480 - Visions and Countervisions Honors: Europe, the United States, and the World from 1848**

Page 4 of 4

SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.

**5. Demonstrate understanding of the interactions among science, technology, and society within United States and other historical contexts.**

SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.

SS.B.2.4.4 understand the global impacts of human changes in the physical environment.

SS.B.2.4.7 understand the concept of sustainable development.

**6. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of an historical event or episode.

SS.A.1.4.4 use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

**(Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

## **GENERAL INFORMATION**

**Course Number:** 2100490

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [American and Western Hemispheric Histories](#) »

**Course Title:** AICE International History

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** AICE International History

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**Graduation Requirements:** World History (WH)

**AICE?**

**Advanced International Certification of Education** Yes

**General Notes:** The course description for this AICE course is provided at this link: [http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=751](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=751)

## **GENERAL INFORMATION**

**Course Number:** 2100500

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [American and Western Hemispheric Histories](#) »

**Course Title:** AICE United States History

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** AICE United States History

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**Graduation Requirements:** American History (AH)

**AICE?**

**Advanced International Certification of Education** Yes

**General Notes:** The course description for this AICE course is provided at this link: [http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=751](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=751)

Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2100800  
**Course Title:** History of the Americas - International  
Baccalaureate  
**Credit:** 1.0

**Will meet graduation requirement for American History**

**A. Major concepts/content.** Students understand the development of the nations of the Western Hemisphere within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. 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.

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

- geo-historic development in time-space
- effect the north and south American land-mass had on national and cultural development
- significant turning points and trends in the development of hemispheric culture and institutions
- comparison and evaluation of the development of Anglo-American and Latin American ideas and characteristics
- effects of the British and Spanish Colonial experiences
- enlightened thinking and its effects on the wars of liberation in the Western Hemisphere
- divergent political traditions that developed in Anglo-America and Latin America after 1800
- emergence of the United States as the dominant hemispheric power
- technology changes and population shifts in Anglo-America and Latin America
- Pan-American relations under the hegemony of the United States

- evaluation of the significant domestic and foreign issues facing the nations in the Western Hemisphere

**B. Special note.** See International Baccalaureate syllabus for specific content requirements.

**C. Course Requirements.** After successfully completing this course, the student will:

1. Analyze the impact of major historical figures and groups on hemispheric and world events.
2. Analyze the interaction among peoples of different national origins, races, and cultures, and how such interaction has shaped the history of the Americas.
3. Identify cycles and trends within the chronology of the history of the Americas.
4. Evaluate information from primary sources in Anglo-American and Latin American history and form generalizations from that evaluation.
5. Interpret changes that have occurred in political, economic and social institutions in the Americas.
6. Compare eras with similar trends in different centuries or different nations.
7. Recognize and formulate significant questions dealing with the study of Anglo-American and Latin American history.
8. Demonstrate an understanding of causes, effects and long-term consequences of ideas or events that have shaped Anglo-American and Latin American history.
9. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2100810  
**Course Title:** American History - International  
Baccalaureate  
**Credit:** 1.0

**Will meet graduation requirement for American History**

**A. Major concepts/content.** The purpose of this course is to acquire an in-depth comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity.

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

- the geo-historic development in time-space
- the significant turning points and trends in the development of American culture and institutions
- the significance of westward expansion for the American character
- the origin and development of American ideals and characteristics
- the effects of the American Colonial experience
- enlightened thinking and the Declaration of Independence
- the changing role of the Constitution over the centuries
- sectionalism as a force in American life over the centuries
- the origin, course, and aftermath of the American Civil War
- technological and urban transformations of our nation in the nineteenth and twentieth centuries
- changes in American foreign policy from regional to global
- the cycles characteristic of American economic development through the centuries

- contemporary American domestic and foreign issues with projected scenarios through the twentieth century

**B. Special note.** Credit in this course precludes credit in Introduction to American History or American History.

**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the value of generalizations about the past with reference to drawing conclusions about contemporary society.
2. Analyze aspects of physical and cultural geography that have affected the development of American history.
3. Interpret current and historic events as perceived by diverse cultural and ethnic groups over time.
4. Analyze the contributions of major American ethnic cultures and the significance of their ideas in the development of American society.
5. Interpret changes that have occurred in the historical development by analyzing the causes and effects of those changes.
6. Understand the relationships among science, technology, and society and their impact on historical change in the United States.
7. Analyze the uniqueness of the American people as a synthesis of various cultures.
8. Assess the causes, events, and effects of wars in the twentieth century.
9. Evaluate the social and economic implications of decolonization and the rise of new nations in the Western Hemisphere.
10. Trace the major economic developments in the twentieth century.

11. Evaluate the establishment and effectiveness of international organizations in the two century.
12. Describe East-West relations from 1945 to the present.
13. Evaluate the role and fate of minorities in the twentieth century in the Western Hemisphere.



Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2101300  
**Course Title:** Anthropology  
**Credit:** 0.5

**A. Major concepts/content.** Through the study of anthropology, students acquire an understanding 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.

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

- human biological and cultural origins
- adaptation to the physical environment
- diversity of human behavior
- evolution of social and cultural institutions
- patterns of language development
- family and kinship relationships
- effects of change on such cultural institutions as the arts, education, religion and law

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Use current theories of cultural and physical anthropology, including a theory of heredity, to explain how humans have adapted to their physical environment.
2. Understand the historical development of and relationships between culture and language.

3. Explore the methods and techniques used by anthropologists and archaeologists in their investigation of the development of human society.
4. Explain cultural diversity in terms of environmental diversity.
5. Relate the institutions of people to basic biological, psychological and social needs.
6. Explain how people learn beliefs, values and behavior patterns.
7. Recognize universal cultural components and their manifestations in specific cultures.
8. Understand that people and cultures are in a constant state of change.
9. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

## Florida Department of Education

## COURSE DESCRIPTION – GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2101310  
**Course Title:** Archeology  
**Credit:** 0.5

**A. Major concepts/content.** Through the study of archeology, students will learn about the systematic recovery and study of material evidence. Students will further recognize the placement of cultural sequencing related to material evidence.

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

- answering questions about material remains of culture.
- knowledge of recovery, discovery and preservation methods of materials from the past.
- awareness of items context.
- sequencing of cultures in relationship to material finds.
- sequencing of cultures in relationship to social groups.
- attempting to answer the “why” of cultures from evidence of material remains and items context.

**B. Special Note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

**1. Demonstrate understanding of the processes used to create and interpret history.**

- SS.A.1.4.1 understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
- SS.A.1.4.3 evaluates conflicting sources and materials in the interpretation of historical event or episode.
- SS.A.1.4.4 uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.

**2. Use reading strategies effectively to construct meaning from a range of technical, informative, and literary texts.**

- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

**3. Use geographic concepts and information in the study of Archeology.**

- SS.B.1.4.1 uses a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.
- SS.B.1.4.3 uses mental maps of physical and human features of the world to answer complex geographic questions.

Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2101800  
**Course Title:** Social Anthropology I - International  
Baccalaureate  
**Credit:** 1.0

**A. Major concepts/content.** Social Anthropology provides students the opportunity to explore both the universal principles of social and cultural life and characteristics of specific societies and cultures. Students may use Social Anthropology to link the various disciplines of the social sciences.

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

- culture
- society
- small groups
- participant observation
- linguistics
- kinship relationships
- symbolism
- allocation of goods
- subsistence strategies
- division of labor
- marriage
- family
- social differentiation
- social stratification
- religion
- systems of power and authority
- adaptation
- change

**B. Special note.** See International Baccalaureate syllabus for more specific content requirements.

**C. Course Requirements.** After successfully completing this course, the student will:

1. Analyze those qualities specific to an anthropological interpretation of society and formulate valid cross-culture comparisons.
2. Analyze the concept of culture.
3. Identify the methods of conducting field work and its associated problems.
4. Analyze a society's pattern(s) of economic organization: subsistence strategies, allocation of productive goods, division of labor, systems of distribution.
5. Describe the organization of a society's social relationships: marriage and family, regulation of descent, associations, social differentiation and stratification.
6. Analyze a society's ideological organization: belief and ritual, religion, magic, witchcraft, divination and curing, revitalization, art and symbolism.
7. Describe the political organization of a society: systems of power and authority, law and social control, organized aggression, and warfare.
8. Analyze the process(es) by which cultural change takes place, the internal processes involved, and the adaptation and responses to cultural contact.
9. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2101810  
**Course Title:** Social Anthropology II - International  
Baccalaureate  
**Credit:** 1.0

- A. Major concepts/content.** Social Anthropology II is the comparative study of human societies and culture, providing students with an awareness of the theoretical developments of the discipline, including but not restricted to, the origins of anthropological thought during the Enlightenment, the rise of Social Evolutionism, Dialectical Materialism, Structural Functionalism, Historical Particularism, Diffusionism, French Structuralism, and the School of British Social Anthropology.
- B. Special note.** None
- C. Course Requirements.** After successfully completing this course, the student will:
1. Apply general anthropological theory and perspectives to specific ethnographic materials and issues.
  2. Analyze the effect of the Enlightenment on the rise of anthropological thought.
  3. Differentiate between the evolutionary schemes of the eighteenth and nineteenth centuries.
  4. Analyze historical particularism as a reaction to 19th century evolutionism.
  5. Analyze the major postulates of the diffusionism of the late 19th and early 20th century.
  6. Contrast functionalism with structural functionalism as two major strategies of British anthropology in the 20th century.

7. Discuss the impact of culture on personality based on the works of Sigmund Freud, Margaret Mead, Ruth Benedict and Ralph Linton in understanding how psychological factors help to understand cultural practices.
8. Analyze the structure of the new evolutionism of Leslie White, Julian Steward and Marshall Sahlins.
9. Analyze the recent influence of the theoretical position of cultural ecology.
10. Contrast the postulates of cultural materialism with those of dialectical materialism.
11. Analyze the principles and importance of structuralism as developed by Claude Levi-Strauss.
12. Analyze the major tenets of the research strategy of sociobiology.



## **GENERAL INFORMATION**

**Course Number:** 2102310

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Economics](#) »

**Course Title:** Economics

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** Economics

**Number of Credits:** Half credit (.5)

**Course Length:** Semester

**Course Level:** 2

**Course Status:** State Board Approved

**Graduation Requirements:** Economics (EC)

## **RELATED BENCHMARKS (51) :**

Scheme	Descriptor	Cognitive Complexity
LA.1112.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.1112.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.1112.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.1112.2.2.2	The student will use information from the text to answer questions or to state the main idea or provide relevant details;	
LA.1112.2.2.3	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);	
LA.1112.6.2.4	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander,	

	copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.	
LA.1112.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
MA.912.A.2.1	Create a graph to represent a real-world situation.	Moderate
MA.912.A.2.2	Interpret a graph representing a real-world situation.	Moderate
MA.912.D.4.1	Solve maximal profit/minimal cost problems.	High
MA.912.F.3.1	Compare the advantages and disadvantages of using cash versus a credit card.	High
MA.912.F.3.2	Analyze credit scores and reports.	Moderate
MA.912.F.3.3	Calculate the finance charges and total amount due on a credit card bill.	Low
MA.912.F.3.6	Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees.	Moderate
SS.912.E.1.1	Identify the factors of production and why they are necessary for the production of goods and services.	
SS.912.E.1.2	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.	
SS.912.E.1.3	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?	
SS.912.E.1.4	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.	

- SS.912.E.1.5 Compare different forms of business organizations.
- SS.912.E.1.6 Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
- SS.912.E.1.7 Graph and explain how firms determine price and output through marginal cost analysis.
- SS.912.E.1.8 Explain ways firms engage in price and nonprice competition.
- SS.912.E.1.9 Describe how the earnings of workers are determined.
- SS.912.E.1.10 Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
- SS.912.E.1.11 Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
- SS.912.E.1.12 Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
- SS.912.E.1.13 Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
- SS.912.E.1.14 Compare credit, savings, and investment services available to the consumer from financial institutions.
- SS.912.E.1.15 Describe the risk and return profiles of various investment vehicles and the importance of diversification.
- SS.912.E.1.16 Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan

for purchasing a major item.

- SS.912.E.2.1 Identify and explain broad economic goals.
- SS.912.E.2.2 Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.2.3 Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
- SS.912.E.2.4 Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
- SS.912.E.2.5 Analyze how capital investments may impact productivity and economic growth.
- SS.912.E.2.6 Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
- SS.912.E.2.7 Identify the impact of inflation on society.
- SS.912.E.2.8 Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
- SS.912.E.2.9 Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
- SS.912.E.2.10 Describe the organization and functions of the Federal Reserve System.
- SS.912.E.2.11 Assess the economic impact of negative and positive externalities on the local, state, and national environment.
- SS.912.E.2.12 Construct a circular flow diagram for an open-market

economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

- SS.912.E.3.1 Demonstrate the impact of inflation on world economies.
- SS.912.E.3.2 Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
- SS.912.E.3.3 Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
- SS.912.E.3.4 Assess the economic impact of negative and positive externalities on the international environment.
- SS.912.E.3.5 Compare the current United States economy with other developed and developing nations.
- SS.912.E.3.6 Differentiate and draw conclusions about historical economic thought theorized by economists.
- SS.912.G.2.2 Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.3.3 Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
- SS.912.G.4.4 Use geographic terms and tools to analyze case studies of issues in globalization.

### **RELATED GLOSSARY TERM DEFINITIONS (8)**

- Axes The horizontal and vertical number lines used in a coordinate plane system.
- Length A one-dimensional measure that is the measurable property of line segments.
- Line A collection of an infinite number of points in a straight pathway with unlimited length and having no width.

Model	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Plot	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Rate	A ratio that compares two quantities of different units.
Unit	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Function	A relation in which each value of $x$ is paired with a unique value of $y$ . More formally, a function from $A$ to $B$ is a relation $f$ such that every $a \in A$ is uniquely associated with an object $F(a) \in B$ .

**GENERAL INFORMATION**

**Course Number:** 2102320  
**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Economics](#) »  
**Course Title:** Economics Honors  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** Economics Honors  
**Number of Credits:** Half credit (.5)  
**Course Length:** Semester  
**Course Level:** 3  
**Course Status:** State Board Approved  
**Graduation Requirements:** Economics (EC)  
**General Notes:** Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis

**RELATED BENCHMARKS (51) :**

Scheme	Descriptor	Cognitive Complexity
LA.1112.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.1112.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.1112.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.1112.2.2.2	The student will use information from the text to answer questions or to state the main idea or provide relevant details;	
LA.1112.2.2.3	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);	

LA.1112.6.2.4	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.	
LA.1112.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
MA.912.A.2.1	Create a graph to represent a real-world situation.	Moderate
MA.912.A.2.2	Interpret a graph representing a real-world situation.	Moderate
MA.912.D.4.1	Solve maximal profit/minimal cost problems.	High
MA.912.F.3.1	Compare the advantages and disadvantages of using cash versus a credit card.	High
MA.912.F.3.2	Analyze credit scores and reports.	Moderate
MA.912.F.3.3	Calculate the finance charges and total amount due on a credit card bill.	Low
MA.912.F.3.6	Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees.	Moderate
SS.912.E.1.1	Identify the factors of production and why they are necessary for the production of goods and services.	
SS.912.E.1.2	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.	
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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.

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- SS.912.E.2.5 Analyze how capital investments may impact productivity and economic growth.
- SS.912.E.2.6 Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
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- SS.912.E.2.10 Describe the organization and functions of the Federal Reserve System.
- SS.912.E.2.11 Assess the economic impact of negative and positive externalities on the local, state, and national

environment.

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- SS.912.E.3.1 Demonstrate the impact of inflation on world economies.
- SS.912.E.3.2 Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
- SS.912.E.3.3 Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
- SS.912.E.3.4 Assess the economic impact of negative and positive externalities on the international environment.
- SS.912.E.3.5 Compare the current United States economy with other developed and developing nations.
- SS.912.E.3.6 Differentiate and draw conclusions about historical economic thought theorized by economists.
- SS.912.G.2.2 Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.3.3 Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
- SS.912.G.4.4 Use geographic terms and tools to analyze case studies of issues in globalization.

### **RELATED GLOSSARY TERM DEFINITIONS (8)**

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Model	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Plot	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Rate	A ratio that compares two quantities of different units.
Unit	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Function	A relation in which each value of $x$ is paired with a unique value of $y$ . More formally, a function from $A$ to $B$ is a relation $f$ such that every $a \in A$ is uniquely associated with an object $F(a) \in B$ .

## **GENERAL INFORMATION**

**Course Number:** 2102321

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Economics](#) »

**Course Title:** AICE Economics 1

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** AICE Economics 1

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**Graduation Requirements:** Economics (EC)

**AICE?**

**Advanced International Certification of Education** Yes

**General Notes:** The course description for this AICE course is provided at this link:  
[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=743](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=743)

## **GENERAL INFORMATION**

**Course Number:** 2102322

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Economics](#) »

**Course Title:** AICE Economics 2

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** AICE Economics 2

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**Graduation Requirements:** Economics (EC)

**AICE? Advanced International Certification of Education** Yes

**General Notes:** The course description for this AICE course is provided at this link:  
[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=743](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=743)

## **GENERAL INFORMATION**

**Course  
Number:** 2102324

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Economics](#) »

**Course Title:** AICE Business Studies 1

**Course  
Section:** Grades PreK to 12 Education Courses

**Abbreviated  
Title:** AICE Business Studies 1

**Number of  
Credits:** One credit (1)

**Course  
Length:** Year

**Course  
Level:** 3

**Course  
Status:** State Board Approved

**AICE?**

**Advanced  
International** Yes

**Certification  
of Education**

**General** The course description for this AICE course is provided at this link:

**Notes:** [http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=735](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=735)

## **GENERAL INFORMATION**

**Course Number:** 2102325

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Economics](#) »

**Course Title:** AICE Business Studies 2

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** AICE Business Studies 2

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**AICE?**

**Advanced International Certification of Education** Yes

**of Education**

**General Notes:** The course description for this AICE course is provided at this link:

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=735](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=735)



**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2102330  
**Course Title:** Comparative Economic Systems  
**Credit:** 0.5  
**Will meet graduation requirement for Economics**

- A. Major concepts/content.** The purpose of this course is to acquire an understanding of the different economic systems that exist and how they all answer the basic economic questions.

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

- basic economic concepts relevant to different economic systems
- the role of the producer and consumer
- the role of economic incentives
- resource ownership
- how production and distribution decisions are made
- the role and function of government
- government regulation
- economic decision making
- personal freedom
- economic security
- economic stability

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the basic economic problem and the three questions that must be answered by every society.
2. Understand how the basic economic problem necessitates the creation of economic systems to resolve problems and issues of resource allocation,

income distribution, and economic stability and growth.

3. Classify economic systems based on how a society answers the basic economic questions.
4. Understand how resources are allocated and income is distributed through the price mechanism and government policies.
5. Understand the relationships among unemployment, inflation, and monetary and fiscal policy and the importance of relationships for economic stability and growth.
6. Identify ways in which the political, social, and cultural background affects and is affected by the economic system.
7. Understand measurement concepts essential for measuring economic performance and explaining economic phenomena.
8. Compare the extent to which different economic systems achieve goals, such as economic growth and stability, equity of income distribution, freedom of choice, and economic security.
9. Use appropriate vocabulary, geographical, reference/study, critical-thinking, and decision-making skills.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2102350  
**Course Title:** Applied Economics  
**Credit:** 0.5

**A. Major concepts/content.** Students explore and clarify attitudes toward the American economic system and learn the skills necessary to function as informed citizens. Students understand how a business works through "hands-on" experience and apply that understanding to the real business world. The interactive nature of decisions made by business, labor, government and consumers and the social and economic impact of these decisions will be stressed.

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

- application of economic reasoning and principles to making economic decisions about business questions and issues
- relationship between scarcity and unlimited wants
- basic economic questions
- capitalism and entrepreneurship
- impact of supply and demand
- production and productivity
- relationship between marketing and consumerism
- role of profit
- impact of government
- competition
- comparative economic systems
- role of investments
- periods of economic stability and instability
- impact of labor and public concerns

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the relationship between the basic economic problem and the free enterprise system.
2. Recognize the characteristics of capitalism and entrepreneurship.
3. Understand the impact of the law of supply and demand.
4. Examine the concept of productivity and apply the factors of production to student business.
5. Apply the principles of marketing to student designed business.
6. Demonstrate an understanding of the role of profit in the free-enterprise system by analyzing the profit rate of the student business.
7. Recognize the relationship of government, labor and competition to the free-enterprise system.
8. Examine the role of financing and investment in the success or failure of business enterprises.
9. Identify factors that lead to periods of economic stability or instability.
10. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2102360  
**Course Title:** Advanced Placement Microeconomics  
**Credit:** 0.5  
**Will meet graduation requirement for Economics**

- A. Major concepts/content.** In order for students to acquire the knowledge and decision-making tools necessary for understanding how society must organize its limited resources to satisfy its unlimited wants, students learn factors that influence the economic system.

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

- fundamental economic concepts, including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, exchange, money, and interdependence
- analysis of microeconomic concepts, including markets and prices, supply and demand, competition and market structure, income distribution, market failure and the role of government

- B. Special note.** See Advanced Placement syllabus for specific content requirements.

- C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the fundamental concepts of the American mixed economic system.
2. Analyze the circular flow of resources, goods, services and money in markets.
3. Compare the relationship between supply and demand in the competitive market.

4. Evaluate market structures and analyze structures that are highly competitive as compared to those that contain a single seller.
5. Examine the various aspects of the functional distribution of income and the personal distribution of income.
6. Analyze why markets fail and public policy responses to those failures.
7. Analyze the impact of the role of government in the American economy from historical and contemporary perspectives.
8. Apply the basic methodology associated with the study of microeconomics with attention to critical-thinking skills and development of economic essay.
9. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2102370  
**Course Title:** Advanced Placement Macroeconomics  
**Credit:** 0.5  
**Will meet graduation requirement for Economics**

- A. Major concepts/content.** Students understand the choices they must make as producers, consumers, investors, and tax payers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how a society must organize its limited resources to satisfy its unlimited wants.

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

- fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, exchange, money and interdependence
- analysis of macroeconomic concepts including gross national product, aggregate supply and demand, unemployment, inflation and deflation, monetary policy, fiscal policy and international economics

- B. Special note.** See Advanced Placement syllabus for specific content requirements.

- C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the fundamental concepts of the American mixed economic system.
2. Analyze the various aspects of the gross national product and its value as an economic barometer.

3. Examine aggregate supply and determine how much of our resources should be devoted to increasing productive capacity as opposed to how much should be spent on current consumption.
4. Compare the components of aggregate demand, including total consumer spending, business investments and government spending.
5. Evaluate remedies to deal with the problems of unemployment including frictional, structural and cyclical unemployment.
6. Differentiate between inflation and deflation; more specifically, demand-pull inflation and cost-push inflation.
7. Understand the role of the federal reserve system as it manages the nation's monetary policy.
8. Distinguish between the President and Congress as each seeks to establish the nation's fiscal policy.
9. Apply the basic methodology associated with the study of macroeconomics.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.



## Florida Department of Education

## COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2102380  
**Course Title:** The American Economic Experience: Scarcity and Choice  
**Credit:** 0.5

**Will meet graduation requirement for Economics**

- A. Major Concepts/Content.** The purpose of this course is to enable students to understand concepts and processes of economics, and to facilitate decision-making skills necessary to be informed economic citizens and financially successful individuals.

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

- money, banking, and monetary policy
- the role and influence of the government and fiscal policies
- the American mixed-market system
- scarcity, opportunity cost, choice, and utility
- supply, demand, and price in the market
- the global economy and exchange rates
- major economic theories
- economic measurements tools and methodology
- personal finance
- financial and investment markets
- the business cycle
- economics and its connection to the other social sciences
- economic terminology

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

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

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course the student will:**

1. **Demonstrate understanding of the connection between economics and the other social sciences, as well as the arts and humanities.**
  - SS.D.1.4.1 understand how many financial and nonfinancial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.
  
2. **Demonstrate understanding of the fundamental concepts and functions of the American mixed-economic market system.**
  - SS.A.5.4.4 understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
  - SS.D.1.4.1 understand how many financial and nonfinancial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.
  
3. **Demonstrate understanding of the measurements used to gauge economic growth and well-being.**
  - SS.D.2.4.1 understand how wages and prices are determined in market, command, tradition-based, and mixed economic systems, and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.
  - SS.D.2.4.5 understand basic terms and indicators associated with levels of economic performance and the state of the economy.
  
4. **Compare and contrast the major economic theories in regard to economic growth and the impact on the individual.**
  - SS.D.2.4.4 understand how United States fiscal policies and monetary policies reinforce or offset each other and how they affect levels of economic activity, the money supply of the country, and the well-being of individuals, businesses, regions, and the nation.

**5. Analyze fiscal and monetary policies in regard to their impact on the economy and the individual.**

SS.C.1.4.4 understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.

SS.D.2.4.3 understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.

SS.D.2.4.4 understand how United States fiscal policies and monetary policies reinforce or offset each other and how they affect levels of economic activity, the money supply of the country, and the well-being of individuals, businesses, regions, and the nation.

**6. Compare the relationship between supply and demand, and price in the marketplace.**

SS.D.2.4.2 understand how price and quantity demanded relate, how price and quantity supplied relate, and how price changes or controls affect distribution and allocation in the economy.

**7. Apply the basic methodology associated with the study of economics and personal finance, using graphs, charts, models, and new technology.**

SS.D.1.4.2 understand credit history and the positive and negative impacts that credit can have on an individual's financial life.

SS.D.2.4.1 understand how wages and prices are determined in market, command, tradition-based, and mixed economic systems, and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.

**8. Demonstrate understanding of the importance of credit markets, personal financial goals, and financial assets in today's marketplace.**

SS.D.1.4.2 understand credit history and the positive and negative impacts that credit can have on an individual's financial life.

SS.D.2.4.3 understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.

- 9. Demonstrate understanding of the relationships among the American economy, worldwide economies, and global financial markets.**

SS.D.2.4.6 understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.
  
- 10. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

(**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

## Florida Department of Education

## COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2102390  
**Course Title:** The American Economic Experience Honors: Scarcity and Choice  
**Credit:** 0.5

**Will meet graduation requirement for Economics**

- A. Major Concepts/Content.** The purpose of this course is to enable students to understand concepts and processes of economics, and to facilitate decision-making skills necessary to be informed economic citizens and financially successful individuals.

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

- money, banking, and monetary policy
- the role and influence of the government and fiscal policies
- the American mixed-market system
- scarcity, opportunity cost, choice, and utility
- supply, demand, and price in the market
- the global economy and exchange rates
- major economic theories
- economic measurements tools and methodology
- personal finance
- financial and investment markets
- the business cycle
- economics and its connection to the other social sciences
- economic terminology

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** Students earning credit in this course may not earn credit in Economics (2102310), Economics Honors (2102320), or The American Economic Experience: Scarcity and Choice (2102380)

**Course Number: 2102390 - The American Economic Experience Honors:  
Scarcity and Choice**

Page 2 of 4

The course requirements for this honors course are consistent with The American Economic Experience: Scarcity and Choice, Course Number 2102380. The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course the student will:**

- 1. Demonstrate understanding of the connection between economics and the other social sciences, as well as the arts and humanities.**

SS.D.1.4.1 understand how many financial and nonfinancial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.

- 2. Demonstrate understanding of the fundamental concepts and functions of the American mixed-economic market system.**

SS.A.5.4.4 understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.

SS.D.1.4.1 understand how many financial and nonfinancial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.

- 3. Demonstrate understanding of the measurements used to gauge economic growth and well-being.**

SS.D.2.4.1 understand how wages and prices are determined in market, command, tradition-based, and mixed economic systems, and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.

SS.D.2.4.5 understand basic terms and indicators associated with levels of economic performance and the state of the economy.

- 4. Compare and contrast the major economic theories in regard to economic growth and the impact on the individual.**
  - SS.D.2.4.4 understand how United States fiscal policies and monetary policies reinforce or offset each other and how they affect levels of economic activity, the money supply of the country, and the well-being of individuals, businesses, regions, and the nation.
  
- 5. Analyze fiscal and monetary policies in regard to their impact on the economy and the individual.**
  - SS.C.1.4.4 understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.
  - SS.D.2.4.3 understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.
  - SS.D.2.4.4 understand how United States fiscal policies and monetary policies reinforce or offset each other and how they affect levels of economic activity, the money supply of the country, and the well-being of individuals, businesses, regions, and the nation.
  
- 6. Compare the relationship between supply and demand, and price in the marketplace.**
  - SS.D.2.4.2 understand how price and quantity demanded relate, how price and quantity supplied relate, and how price changes or controls affect distribution and allocation in the economy.
  
- 7. Apply the basic methodology associated with the study of economics and personal finance, using graphs, charts, models, and new technology.**
  - SS.D.1.4.2 understand credit history and the positive and negative impacts that credit can have on an individual's financial life.
  - SS.D.2.4.1 understand how wages and prices are determined in market, command, tradition-based, and mixed economic systems, and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.

**Course Number: 2102390 - The American Economic Experience Honors:  
Scarcity and Choice**

Page 4 of 4

**8. Demonstrate understanding of the importance of credit markets, personal financial goals, and financial assets in today's marketplace.**

SS.D.1.4.2 understand credit history and the positive and negative impacts that credit can have on an individual's financial life.

SS.D.2.4.3 understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.

**9. Demonstrate understanding of the relationships among the American economy, worldwide economies, and global financial markets.**

SS.D.2.4.6 understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.

**10. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

(**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)



## **GENERAL INFORMATION**

**Course Number:** 2102400

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Economics](#) »

**Course Title:** Pre-AICE - Travel & Tourism

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** Pre-AICE - Travel & Tourism

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**AICE?**

**Advanced International Certification of Education** Yes

**General Notes:** The course description for this AICE course is provided at this link: [http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=947](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=947)

## **GENERAL INFORMATION**

**Course Number:** 2102410

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Economics](#) »

**Course Title:** AICE Travel & Tourism 1

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** AICE Travel & Tourism 1

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**AICE?**

**Advanced International Certification of Education** Yes

**General Notes:** The course description for this AICE course is provided at this link: [http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=766](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=766)

## **GENERAL INFORMATION**

**Course Number:** 2102420

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Economics](#) »

**Course Title:** AICE Travel & Tourism 2

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** AICE Travel & Tourism 2

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**AICE?**

**Advanced International** Yes

**Certification of Education**

**General Notes:** The course description for this AICE course is provided at this link:

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=766](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=766)

**Florida Department of Education**

**COURSE DESCRIPTIONS – GRADES 9-12, ADULT**

<b>Subject Area:</b>	Social Studies
<b>Course Number:</b>	2102430
<b>Course Title:</b>	International Baccalaureate Business and Management Standard Level
<b>Credit:</b>	1.0

**A. Major concepts/content.**

Business and Management is designed to:

- explore how and why individuals form organizations. By investigating organizational problems and life cycles, the course seeks to provide a broad knowledge of the variety of organizations that exist;
- to examine and apply the principles of organization and the techniques widely practiced in the ongoing process of decision making in organizations
- to develop an understanding of the interdependency of organizations; and,
- to examine the role of individuals and groups within organizations.

At the standard level, the course is assessed through two examination papers which constitute 80% of the final grade. In addition, students are required to complete a written assignment of 1000-1500 words. The paper constitutes the remaining 20% of the grade and is internally assessed by the teacher and externally moderated by the IBO.

For more information, please see the IBO Diploma Programme Business and Management Guide (<http://www.ibo.org/>).

**Florida Department of Education**

**COURSE DESCRIPTIONS – GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2102440  
**Course Title:** International Baccalaureate Business and Management Higher Level  
**Credit:** 1.0

**A. Major concepts/content.**

Business and Management is designed to:

- explore how and why individuals form organizations. By investigating organizational problems and life cycles, the course seeks to provide a broad knowledge of the variety of organizations that exist;
- to examine and apply the principles of organization and the techniques widely practiced in the ongoing process of decision making in organizations
- to develop an understanding of the interdependency of organizations; and,
- to examine the role of individuals and groups within organizations.

At the higher level, the course is assessed through two examination papers which constitute 75% of the final grade. In addition, students are required to complete a research project of 2000-2300 words. The research project constitutes the remaining 25% of the grade and is internally assessed by the teacher and externally moderated by the IBO.

For more information, please see the IBO Diploma Programme Business and Management Guide (<http://www.ibo.org/>).

**Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2102800  
**Course Title:** Comparative Economic Systems -  
Preinternational Baccalaureate  
**Credit:** 0.5

**Will meet graduation requirement for Economics**

**A. Major concepts/content.** The purpose of this course is to acquire an understanding of how economic systems solve basic economic problems. Included will be the importance of economics, the basic economic problems, the historical development of major economic ideologies, a comparison of traditional, command, and market economies, and the influence of political systems on solving economic problems.

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

- basic economic concepts relevant to different economic systems
- the role of the producer and consumer
- the role of economic incentives
- resource ownership
- how production and distribution decisions are made
- the role and function of government
- government regulation
- economic stability in different economic systems
- the historical development of different economic systems

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the basic economic problem and the three questions that must be answered by every society.
2. Understand how the basic economic problem necessitates the creation of economic systems to resolve problems and issues of resource

allocations, income distribution, and economic stability and growth.

3. Understand the historical development of various economic systems.
4. Classify economic systems on the basis of a society's answer to the basic economic question.
5. Compare the extent to which different economic systems achieve goals, such as economic growth and stability, equity of income distribution, freedom of choice, and economic security.
6. Understand the relationship between the policies of political systems and the operation of economic systems.
7. Use appropriate vocabulary, geographical, reference/ study, critical thinking, and decision-making skills.

**Florida Department of Education**

**COURSE DESCRIPTION – GRADES 9-12, ADULT**

**Subject:** Social Studies  
**Course Number:** 2102810  
**Course Title:** IB Economics I  
**Credit:** 1.0  
**Will meet graduation requirement for :** Economics

- A. Major Concepts/Content.** The study of economics is intended to develop in the student: disciplined skills of economic reasoning: an ability to apply the tools of economics analysis to past and contemporary situations and data: an understanding of how individuals, organizations, societies, and regions organize themselves in the pursuit of economic goals: an ability to evaluate economic theories, concepts, and situations in a way which is regional and unbiased: and to appreciate an international perspective which features a respect for understanding of the interdependence and the diversity of economics realities in which individuals, organizations, and societies function.

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

- social science and economics
- growth and development
- scarcity
- factors of production
- choice
- rationing systems
- central planning
- mixed economics
- measuring national income
- introduction to development
- macroeconomic models
- demand-side and supply-side policies
- unemployment and inflation
- inflation
- equitable distribution of income
- barriers to economic development

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** Students earning credit in this course may not earn credit in Economics Honors (2102320) or The American Economic Experience: Scarcity and Choice (2102380).
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course, the student will:**

- 1. Demonstrate understanding of the basic economic problems and questions that must be answered by every society.**  
SS.A.1.4.2 identify and understand themes in history that cross



- scientific, economic, and cultural boundaries.
- SS.D.1.4.1 understand how many financial and non-financial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.
- 2. Classify economic systems in terms of how a society answers the basic economic questions.**
- SS.D.2.4.1 understand how wages and prices are determined in market, command, tradition-based, and mixed economic systems and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.
- 3. Demonstrate understanding of how economic and government institutions apply basic economic concepts and the possible results.**
- SS.D.2.4.2 understand how price and quantity demanded relate, how price and quantity supplied relate, and how price changes or controls affect distribution and allocation in the economy.
- SS.D.2.4.3 understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.
- SS.D.2.4.4 understand how United States fiscal policies and monetary policies reinforce or offset each other and how they affect levels of economic activity, the money supply of the country, and the well-being of individuals, businesses, regions, and the nation.
- 4. Demonstrate understanding of concepts essential for measuring economic performance and explaining economic phenomena.**
- SS.A.1.4.4 use chronology, sequencing, patterns, and periodization to examine interpretations of an event.
- SS.B.2.4.1 understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
- SS.D.2.4.5 understand basic terms and indicators associated with levels of economic performance and the state of the economy.
- 5. Demonstrate understanding of the complementary and competing objectives between and within economic systems.**
- SS.A.3.4.8 understand the effects of the Industrial Revolution.
- SS.D.2.4.6 understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.
- 6. Demonstrate understanding of the economic dimensions of historical and contemporary issues.**
- SS.A.3.4.9 analyze major historical events of the first half of the 20th century.
- SS.A.3.4.10 understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.
- SS.A.5.4.1 know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.
- SS.A.5.4.4 understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
- SS.B.2.4.7 understand the concept of sustainable development.
- 7. Demonstrate understanding of personal economic practices.**
- SS.C.2.4.6 understand the argument that personal, political, and

- economic rights reinforce each other.
- SS.D.1.4.1 understand how many financial and non-financial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.
- SS.D.1.4. understand credit history and the positive and negative impacts that credit can have on an individual's financial life.

**8. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

- SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of a historical event or episode.

**(Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

**Florida Department of Education**

**COURSE DESCRIPTION – GRADES 9-12, ADULT**

**Subject:** Social Studies  
**Course Number:** 2102820  
**Course Title:** IB Economics II  
**Credit:** 1.0  
**Will meet graduation requirement for :** Economics

- A. Major Concepts/Content.** The study of economics is intended to develop in the student: disciplined skills of economic reasoning: an ability to apply the tools of economics analysis to past and contemporary situations and data: an understanding of how individuals, organizations, societies, and regions organize themselves in the pursuit of economic goals: an ability to evaluate economic theories, concepts, and situations in a way which is regional and unbiased: and to appreciate an international perspective which features a respect for understanding of the interdependence and the diversity of economics realities in which individuals, organizations, and societies function.

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

- markets
- elasticity's
- theory of the firm
- market failure
- reasons for trade
- free trade and protectionism
- economic integration
- world trade organization
- balance of payments
- exchange rates
- current account deficits

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** Students enrolling in this course must have successfully completed IB Economics I (21028100). Students earning credit in this course may not earn credit in Economics Honors (2102320) or The American Economic Experience: Scarcity and Choice (2102380).

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course, the student will:**

- 1. Demonstrate understanding of the basic economic problems and questions that must be answered by every society.**  
SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.

- SS.D.1.4.1 understand how many financial and non-financial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.
- 2. Classify economic systems in terms of how a society answers the basic economic questions.**
- SS.D.2.4.1 understand how wages and prices are determined in market command, tradition-based, and mixed economic systems and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.
- 3. Demonstrate understanding of how economic and government institutions apply basic economic concepts and the possible results.**
- SS.D.2.4.2 understand how price and quantity demanded relate, how price and quantity supplied relate, and how price changes or controls affect distribution and allocation in the economy.
- SS.D.2.4.3 understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.
- SS.D.2.4.4 understand how United States fiscal policies and monetary policies reinforce or offset each other and how they affect levels of economic activity, the money supply of the country, and the well-being of individuals, businesses, regions, and the nation.
- 4. Demonstrate understanding of concepts essential for measuring economic performance and explaining economic phenomena.**
- SS.A.1.4.4 use chronology, sequencing, patterns, and periodization to examine interpretations of an event.
- SS.B.2.4.1 understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
- SS.D.2.4.5 understand basic terms and indicators associated with levels of economic performance and the state of the economy.
- 5. Demonstrate understanding of the complementary and competing objectives between and within economic systems.**
- SS.A.3.4.8 understand the effects of the Industrial Revolution.
- SS.D.2.4.6 understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.
- 6. Demonstrate understanding of the economic dimensions of historical and contemporary issues.**
- SS.A.3.4.9 analyze major historical events of the first half of the 20th century.
- SS.A.3.4.10 understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.
- SS.A.5.4.1 know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.
- SS.A.5.4.4 understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
- SS.B.2.4.7 understand the concept of sustainable development.
- 7. Demonstrate understanding of personal economic practices.**
- SS.C.2.4.6 understand the argument that personal, political, and economic rights reinforce each other.

SS.D.1.4.1 understand how many financial and non-financial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.

SS.D.1.4. understand credit history and the positive and negative impacts that credit can have on an individual's financial life.

**8. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of a historical event or episode.

**(Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this

requirement.)

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Social Studies  
**Course Number:** 2103010  
**Course Title:** M/J World Geography  
**Course Length:** 1 year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop multicultural understanding and use geography concepts and skills to actively seek information and systematically apply decision-making processes to real-life situations.

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

-world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use

This course shall integrate the Goal 3 Student Performance Standards of the Florida system of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** None
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course, the student will:**

- 1. Use maps, globes, charts, graphs, and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns.**

SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

SS.B.1.3.2 use mental maps to organize information about people, places, and environments.

SS.B.1.3.5 know ways in which the spatial organization of a society changes over time.

**2. Locate and describe the physical and cultural features of political regions.**

SS.B.1.3.3 know the social, political, and economic divisions on Earth's surface.

SS.B.2.3.2 know the human and physical characteristics of different places in the world and how these characteristics change over time.

**3. Demonstrate understanding of the relationships between physical and cultural environments.**

SS.A.2.3.4 understand the impact of geographical factors on the historical development of civilizations.

SS.B.1.3.6 understand ways in which regional systems are interconnected.

SS.B.2.3.5 understand the geographical factors that affect the cohesiveness and integration of countries.

SS.B.2.3.7 know how various human systems throughout the world have developed in response to conditions in the physical environment.

SS.B.2.3.9 understand how the interaction between physical and cultural systems affects current conditions on Earth.

**4. Demonstrate understanding of the relationship between economic development and the use and conservation of natural resources.**

SS.B.2.3.3 understand how cultures differ in their use of similar environments and resources.

SS.B.2.3.6 understand the environmental consequences of people changing the physical environment in various world locations.

SS.B.2.3.8 know world patterns of resource distribution and utilization.

**5. Analyze the interaction of humans and the physical environment as influenced by culture, technology, migration, and skills.**

SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.

SS.B.1.3.4 understand how factors such as culture and technology influence the perception of places and regions.

SS.B.1.3.7 understand the spatial aspects of communication and transportation systems.

- SS.B.2.3.1 understand the patterns and processes of migration and diffusion throughout the world.
- SS.B.2.3.4 understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

**6. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem-solving.**

(**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)



## Florida Department of Education

### COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Social Studies  
**Course Number:** 2103015  
**Course Title:** M/J World Geography  
**Course Length:** 1 semester

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop multicultural understanding and use geography concepts and skills to actively seek information and systematically apply decision-making processes to real-life situations.

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

-world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use

This course shall integrate the Goal 3 Student Performance Standards of the Florida system of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** This course is intended to be taught during a semester. This course may be combined with a semester-long civics course to provide students with one semester of the study of state and federal government and civics education.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course, the student will:**

**1. Use maps, globes, charts, graphs, and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns.**

SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

SS.B.1.3.2 use mental maps to organize information about people, places, and environments.

SS.B.1.3.5 know ways in which the spatial organization of a society changes over time.

**2. Locate and describe the physical and cultural features of political regions.**

SS.B.1.3.3 know the social, political, and economic divisions on Earth's surface.

SS.B.2.3.2 know the human and physical characteristics of different places in the world and how these characteristics change over time.

**3. Demonstrate understanding of the relationships between physical and cultural environments.**

SS.A.2.3.4 understand the impact of geographical factors on the historical development of civilizations.

SS.B.1.3.6 understand ways in which regional systems are interconnected.

SS.B.2.3.5 understand the geographical factors that affect the cohesiveness and integration of countries.

SS.B.2.3.7 know how various human systems throughout the world have developed in response to conditions in the physical environment.

SS.B.2.3.9 understand how the interaction between physical and cultural systems affects current conditions on Earth.

**4. Demonstrate understanding of the relationship between economic development and the use and conservation of natural resources.**

SS.B.2.3.3 understand how cultures differ in their use of similar environments and resources.

SS.B.2.3.6 understand the environmental consequences of people

changing the physical environment in various world locations.

SS.B.2.3.8 know world patterns of resource distribution and utilization.

**5. Analyze the interaction of humans and the physical environment as influenced by culture, technology, migration, and skills.**

SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.

SS.B.1.3.4 understand how factors such as culture and technology influence the perception of places and regions.

SS.B.1.3.7 understand the spatial aspects of communication and transportation systems.

SS.B.2.3.1 understand the patterns and processes of migration and diffusion throughout the world.

SS.B.2.3.4 understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

**6. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem-solving.**

(**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Social Studies  
**Course Number:** 2103016  
**Course Title:** M/J World Geography and Career Planning  
**Course Length:** 1 year\*

\*Note: The career competencies that have been added to this course can be taught in either semester of the year long course.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop multicultural understanding and use geography concepts and skills to actively seek information and systematically apply decision-making processes to real-life situations.

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

-world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use

This course shall integrate the Goal 3 Student Performance Standards of the Florida system of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.**

The course requirements for this course are consistent with M/J World Geography (2103010) with the addition of the following. The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

\*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by

other course requirements as appropriate.

**After successfully completing this course, the student will:**

**1. Use maps, globes, charts, graphs, and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns.**

- SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
- SS.B.1.3.2 use mental maps to organize information about people, places, and environments.
- SS.B.1.3.5 know ways in which the spatial organization of a society changes over time.

**2. Locate and describe the physical and cultural features of political regions.**

- SS.B.1.3.3 know the social, political, and economic divisions on Earth's surface.
- SS.B.2.3.2 know the human and physical characteristics of different places in the world and how these characteristics change over time.

**3. Demonstrate understanding of the relationships between physical and cultural environments.**

- SS.A.2.3.4 understand the impact of geographical factors on the historical development of civilizations.
- SS.B.1.3.6 understand ways in which regional systems are interconnected.
- SS.B.2.3.5 understand the geographical factors that affect the cohesiveness and integration of countries.
- SS.B.2.3.7 know how various human systems throughout the world have developed in response to conditions in the physical environment.
- SS.B.2.3.9 understand how the interaction between physical and cultural systems affects current conditions on Earth.

**4. Demonstrate understanding of the relationship between economic development and the use and conservation of natural resources.**

- SS.B.2.3.3 understand how cultures differ in their use of similar environments and resources.
- SS.B.2.3.6 understand the environmental consequences of people changing the physical environment in various world locations.
- SS.B.2.3.8 know world patterns of resource distribution and utilization.

**5. Analyze the interaction of humans and the physical environment as influenced by culture, technology, migration, and skills.**

- SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.
- SS.B.1.3.4 understand how factors such as culture and technology influence the perception of places and regions.
- SS.B.1.3.7 understand the spatial aspects of communication and transportation systems.
- SS.B.2.3.1 understand the patterns and processes of migration and diffusion throughout the world.
- SS.B.2.3.4 understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

**6. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem-solving.**

(**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

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

**Understanding the Workplace**

- 01.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 02.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 03.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 04.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

**Self- Awareness**

- 05.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 06.0 Identify five values that they consider important in making a career choice.
- 07.0 Identify skills needed for career choices and match to personal abilities.
- 08.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 09.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

### **Goal Setting and Decision-Making**

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

- 21.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.

- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.



## Florida Department of Education

### COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Social Studies  
**Course Number:** 2103020  
**Course Title:** M/J World Geography, Advanced  
**Course Length:** 1 year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop multicultural understanding and use geography concepts and skills to actively seek information and systematically apply decision-making processes to real-life situations.

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

-world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use

This course shall integrate the Goal 3 Student Performance Standards of the Florida system of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The course requirements for this advanced course are consistent with M/J World Geography (2103010). The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course, the student will:**

- 1. Use maps, globes, charts, graphs, and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns.**

SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire,

process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

SS.B.1.3.2 use mental maps to organize information about people, places, and environments.

SS.B.1.3.5 know ways in which the spatial organization of a society changes over time.

**2. Locate and describe the physical and cultural features of political regions.**

SS.B.1.3.3 know the social, political, and economic divisions on Earth's surface.

SS.B.2.3.2 know the human and physical characteristics of different places in the world and how these characteristics change over time.

**3. Demonstrate understanding of the relationships between physical and cultural environments.**

SS.A.2.3.4 understand the impact of geographical factors on the historical development of civilizations.

SS.B.1.3.6 understand ways in which regional systems are interconnected.

SS.B.2.3.5 understand the geographical factors that affect the cohesiveness and integration of countries.

SS.B.2.3.7 know how various human systems throughout the world have developed in response to conditions in the physical environment.

SS.B.2.3.9 understand how the interaction between physical and human systems affects current conditions on Earth.

**4. Demonstrate understanding of the relationship between economic development and the use and conservation of natural resources.**

SS.B.2.3.3 understand how cultures differ in their use of similar environments and resources.

SS.B.2.3.6 understand the environmental consequences of people changing the physical environment in various world locations.

SS.B.2.3.8 know world patterns of resource distribution and utilization.

**5. Analyze the interaction of humans and the physical environment as influenced by culture, technology, migration, and skills.**

SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.

- SS.B.1.3.4 understand how factors such as culture and technology influence the perception of places and regions.
- SS.B.1.3.7 understand the spatial aspects of communication and transportation systems.
- SS.B.2.3.1 understand the patterns and processes of migration and diffusion throughout the world.
- SS.B.2.3.4 understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

**6. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem-solving.**

(**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Social Studies  
**Course Number:** 2103025  
**Course Title:** M/J World Geography, Advanced  
**Course Length:** 1 semester

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop multicultural understanding and use geography concepts and skills to actively seek information and systematically apply decision-making processes to real-life situations.

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

-world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use

This course shall integrate the Goal 3 Student Performance Standards of the Florida system of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course is intended to be taught during a semester. This course may be combined with a semester-long civics course to provide students with one semester of the study of state and federal government and civics education.

The course requirements for this advanced course are consistent with M/J World Geography (*insert course number*). The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course, the student will:**

**1. Use maps, globes, charts, graphs, and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns.**

SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

SS.B.1.3.2 use mental maps to organize information about people, places, and environments.

SS.B.1.3.5 know ways in which the spatial organization of a society changes over time.

**2. Locate and describe the physical and cultural features of political regions.**

SS.B.1.3.3 know the social, political, and economic divisions on Earth's surface.

SS.B.2.3.2 know the human and physical characteristics of different places in the world and how these characteristics change over time.

**3. Demonstrate understanding of the relationships between physical and cultural environments.**

SS.A.2.3.4 understand the impact of geographical factors on the historical development of civilizations.

SS.B.1.3.6 understand ways in which regional systems are interconnected.

SS.B.2.3.5 understand the geographical factors that affect the cohesiveness and integration of countries.

SS.B.2.3.7 know how various human systems throughout the world have developed in response to conditions in the physical environment.

SS.B.2.3.9 understand how the interaction between physical and human systems affects current conditions on Earth.

**4. Demonstrate understanding of the relationship between economic development and the use and conservation of natural resources.**

SS.B.2.3.3 understand how cultures differ in their use of similar environments and resources.

SS.B.2.3.6 understand the environmental consequences of people changing the physical environment in various world

locations.

SS.B.2.3.8 know world patterns of resource distribution and utilization.

**5. Analyze the interaction of humans and the physical environment as influenced by culture, technology, migration, and skills.**

SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.

SS.B.1.3.4 understand how factors such as culture and technology influence the perception of places and regions.

SS.B.1.3.7 understand the spatial aspects of communication and transportation systems.

SS.B.2.3.1 understand the patterns and processes of migration and diffusion throughout the world.

SS.B.2.3.4 understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

**6. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem-solving.**

(**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Social Studies  
**Course Number:** 2103026  
**Course Title:** M/J World Geography, Advanced and Career Planning  
**Course Length:** 1 year\*

\*Note: The career competencies that have been added to this course can be taught in either semester of this year long course.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop multicultural understanding and use geography concepts and skills to actively seek information and systematically apply decision-making processes to real-life situations.

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

-world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use

This course shall integrate the Goal 3 Student Performance Standards of the Florida system of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The course requirements for this advanced course are consistent with M/J World Geography (2103010). The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

In addition, the career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

\*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course, the student will:**

1. **Use maps, globes, charts, graphs, and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns.**
  - SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
  - SS.B.1.3.2 use mental maps to organize information about people, places, and environments.
  - SS.B.1.3.5 know ways in which the spatial organization of a society changes over time.
  
2. **Locate and describe the physical and cultural features of political regions.**
  - SS.B.1.3.3 know the social, political, and economic divisions on Earth's surface.
  - SS.B.2.3.2 know the human and physical characteristics of different places in the world and how these characteristics change over time.
  
3. **Demonstrate understanding of the relationships between physical and cultural environments.**
  - SS.A.2.3.4 understand the impact of geographical factors on the historical development of civilizations.
  - SS.B.1.3.6 understand ways in which regional systems are interconnected.
  - SS.B.2.3.5 understand the geographical factors that affect the cohesiveness and integration of countries.
  - SS.B.2.3.7 know how various human systems throughout the world have developed in response to conditions in the physical environment.
  - SS.B.2.3.9 understand how the interaction between physical and human systems affects current conditions on Earth.



- 4. Demonstrate understanding of the relationship between economic development and the use and conservation of natural resources.**
  - SS.B.2.3.3 understand how cultures differ in their use of similar environments and resources.
  - SS.B.2.3.6 understand the environmental consequences of people changing the physical environment in various world locations.
  - SS.B.2.3.8 know world patterns of resource distribution and utilization.
  
- 5. Analyze the interaction of humans and the physical environment as influenced by culture, technology, migration, and skills.**
  - SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.
  - SS.B.1.3.4 understand how factors such as culture and technology influence the perception of places and regions.
  - SS.B.1.3.7 understand the spatial aspects of communication and transportation systems.
  - SS.B.2.3.1 understand the patterns and processes of migration and diffusion throughout the world.
  - SS.B.2.3.4 understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.
  
- 6. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem-solving.**

(Note: In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

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

**Understanding the Workplace**

- 01.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 02.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 03.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 04.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

## **Self- Awareness**

- 05.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 06.0 Identify five values that they consider important in making a career choice.
- 07.0 Identify skills needed for career choices and match to personal abilities.
- 08.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 09.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

## **Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

## **Goal Setting and Decision-Making**

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

## **Workplace Skills**

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

## **Career and Education Planning**

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Social Studies  
**Course Number:** 2103030  
**Course Title:** M/J Geography: Asia, Oceania, and Africa  
**Course Length:** 1 year

- A. Major Concepts/Content.** The purpose of this course is to enable students to acquire and organize information about places, people, and culture in Asia, Oceania, and Africa to develop a sense of where they are in time, space, and culture and reinforce their own personal and social identity.

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

- historical perspectives-culture and ethnicity
- society: roles, customs, and conflict
- impact of law and politics
- landforms and vegetation
- demographics
- religion
- transition and change

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** This course, offered at 6th grade, is the first course of a three year sequence in the Connections, Challenges, and Choices program. M/J Geography: Europe and the Americas (2103040), offered at 7th grade, and M/J Florida: Challenges and Choices (2103050), offered at 8th grade, complete the sequence.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

The benchmarks printed in regular type are required for this course. **The portions of benchmarks printed in *italic type* are not required for this course.**

**After successfully completing this course the student will:**

**1. Employ the geographic perspective to identify, analyze, and predict solutions to geographic issues or concerns.**

SS.B.2.3.5 understand the geographical factors that affect the cohesiveness and integration of countries.

**2. Apply systematic approaches to the observation and analysis of humans and their environment.**

SS.B.2.3.3 understand how cultures differ in their use of similar environments and resources.

SS.B.2.3.6 understand the environmental consequences of people changing the physical environment in various world locations.

SS.B.2.3.7 know how various human systems throughout the world have developed in response to conditions in the physical environment.

SS.B.2.3.9 understand how the interaction between physical and cultural systems affects current conditions on Earth.

**3. Use maps, globes, charts, graphs, and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns.**

SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

SS.B.1.3.2 use mental maps to organize information about people, places, and environments.

**4. Demonstrate understanding of the concepts of location, place, movement, and region.**

SS.A.2.3.7 know significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance).

SS.B.1.3.3 know the social, political, and economic divisions on Earth's surface.

SS.B.1.3.4 understand how factors such as culture and technology influence the perception of places and regions.

- SS.B.1.3.5 know ways in which the spatial organization of a society changes over time.
- SS.B.1.3.6 understand ways in which regional systems are interconnected.
- SS.B.1.3.7 understand the spatial aspects of communication and transportation systems.
- SS.B.2.3.1 understand the patterns and processes of migration and diffusion throughout the world.
- SS.B.2.3.2 know the human and physical characteristics of different places in the world and how these characteristics change over time.
- SS.B.2.3.4 understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

**5. Demonstrate understanding of how human attitudes, objectives, and technical skills influence the interaction of humans and the physical environment.**

- SS.A.2.3.3 understand important technological developments and how they influenced human society.
- SS.A.3.3.2 understand the historical events that have shaped the development of cultures throughout the world.
- SS.A.4.3.2 know the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War).
- SS.A.5.3.1 understand the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., Western settlement, immigration patterns, and urbanization).
- SS.A.5.3.2 understand ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.
- SS.B.1.3.4 understand how factors such as culture and technology influence the perception of places and regions.
- SS.B.2.3.8 know world patterns of resource distribution and utilization.

**6. Demonstrate understanding of the concepts of transition and change.**

- SS.A.2.3.1 understand how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).
- SS.A.2.3.2 know how major historical developments have had an impact on the development of civilizations.
- SS.A.2.3.4 understand the impact of geographical factors on the historical development of civilizations.

- SS.A.2.3.5 know significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).
- SS.A.2.3.6 know the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).
- SS.A.2.3.8 know the political, social, and economic institutions that characterized the significant aspects of Eastern *and Western* civilizations.
- SS.A.3.3.1 understand ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).
- SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.
- SS.A.3.3.4 know significant historical leaders who have influenced the course of events in Eastern *and Western* civilizations since the Renaissance.
- SS.A.3.3.5 understand the differences between institutions of Eastern *and Western* civilizations (e.g., differences in governments, social traditions and customs, economic systems, and religious institutions).

**7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

(**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Social Studies  
**Course Number:** 2103040  
**Course Title:** M/J Geography: Europe and the Americas  
**Course Length:** 1 year

- A. Major Concepts/Content.** The purpose of this course is to enable students to acquire and organize information about places, people, and culture in Europe and the Americas to develop a sense of where they are in time, space, and culture, and to reinforce their own personal and social identity.

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

- historical perspectives
- culture and ethnicity
- society: roles, customs, and conflict
- impact of law and politics
- landforms and vegetation
- demographics
- religion
- transition and change

- B. Special Note.** This course, offered at 7th grade, is the second course of a three year sequence in the Connections, Challenges, and Choices program. M/J Geography; Asia, Oceania and Africa (2123030), offered at 6th grade, and M/J Florida: Challenges and Choices (2103050), offered at 8th grade, complete the sequence.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

The benchmarks printed in regular type are required for this course. **The portions of benchmarks printed in *italic type* are not required for this course.**

**After successfully completing this course the student will:**

- 1. Employ the geographic perspective to identify, analyze, and predict solutions to geographic issues or concerns.**



SS.A.5.3.3 know the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as industrialization; consequences such as poor living conditions in cities and employment conditions).

SS.B.2.3.5 understand the geographical factors that affect the cohesiveness and integration of countries.

**2. Apply systematic approaches to the observation and analysis of humans and their environment.**

SS.B.2.3.3 understand how cultures differ in their use of similar environments and resources.

SS.B.2.3.6 understand the environmental consequences of people changing the physical environment in various world locations.

SS.B.2.3.7 know how various human systems throughout the world have developed in response to conditions in the physical environment.

SS.B.2.3.9 understand how the interaction between physical and cultural systems affects current conditions on Earth.

**3. Use maps, globes, charts, graphs, and other tools of geography to gather and interpret data, and to draw conclusions about physical and human patterns.**

SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

SS.B.1.3.2 use mental maps to organize information about people, places, and environments.

**1 Apply the concepts of location, place, movement, and region.**

SS.A.2.3.7 know significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance).

SS.B.1.3.3 know the social, political, and economic divisions on Earth's surface.

- SS.B.1.3.5 know ways in which the spatial organization of a society changes over time.
- SS.B.1.3.6 understand ways in which regional systems are interconnected.
- SS.B.1.3.7 understand the spatial aspects of communication and transportation systems.
- SS.B.2.3.1 understand the patterns and processes of migration and diffusion throughout the world.
- SS.B.2.3.2 know the human and physical characteristics of different places in the world and how these characteristics change over time.
- SS.B.2.3.4 understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

**2 Demonstrate understanding of how human attitudes, objectives, and technical skills influence the interaction of humans and the physical environment.**

- SS.A.2.3.3 understand important technological developments and how they influenced human society.
- SS.A.3.3.2 understand the historical events that have shaped the development of cultures throughout the world.
- SS.A.4.3.2 know the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War).
- SS.A.5.3.1 understand the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., Western settlement, immigration patterns, and urbanization).
- SS.A.5.3.2 understand ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.
- SS.B.1.3.4 understand how factors such as culture and technology influence the perception of places and regions.
- SS.B.2.3.8 know world patterns of resource distribution and utilization.

**1 Demonstrate understanding of the concepts of transition and change.**

**2 Apply research, study, critical-thinking, and decision-making skills, and demonstrate the use of new and emerging technology in problem solving.**

- SS.A.2.3.1 understand how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).
- SS.A.2.3.2 know how major historical developments have had an impact on the development of civilizations.
- SS.A.2.3.4 understand the impact of geographical factors on the historical development of civilizations.

- SS.A.2.3.5 know significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).
- SS.A.2.3.6 know the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).
- SS.A.2.3.8 know the political, social, and economic institutions that characterized the significant aspects of *Eastern and Western* civilizations.
- SS.A.3.3.1 understand ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).
- SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.
- SS.A.3.3.4 know significant historical leaders who have influenced the course of events in *Eastern and Western* civilizations since the Renaissance.
- SS.A.3.3.5 understand the differences between institutions of *Eastern and Western* civilizations (e.g., differences in governments, social traditions and customs, economic systems, and religious institutions).

**(Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Social Studies  
**Course Number:** 2103050  
**Course Title:** M/J Florida: Challenges and Choices  
**Course Length:** 1 year

- A. Major Concepts/Content.** The purpose of this course is to enable students to understand the universal issues which face Florida as a state. Through an issues approach, students will be engaged in examining topics, making informed judgments, and applying problem-solving skills to address ecological, political, social, economic, and ethical issues. They will use a framework of physical, historical, cultural, political, and economic geography to focus on issues common to the local community, to Florida, to the nation, and to the world.

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

- the environment: renewable and nonrenewable resources, land use, urban growth and the developing rural areas, individual choices, and government responsibility
- the population: demographics, cultural pluralism, ethnic polarization, migration, public services, individual choices, and government responsibility
- political/legal/ethical relationships: allocating public and private resources, poverty and the affluent economy, growth of international trade, economic leadership in the Caribbean, individual choices, and government responsibility

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** This course, offered at 8th grade, is the third course of a three year sequence in the Connections, Challenges, and Choices program. M/J Geography; Asia, Oceania and Africa (2123030), offered at 6th grade, and M/J Geography: Europe and the Americas (2123040), offered at 7th grade, complete the sequence.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.
- After successfully completing this course the student will:**

- 1. Demonstrate understanding of the unique physical and cultural characteristics which define Florida as a region.**
  - SS.A.6.3.1 understand how immigration and settlement patterns have shaped the history of Florida.
  - SS.A.6.3.2 know the unique geographic and demographic characteristics that define Florida as a region.
  - SS.A.6.3.4 understand how the interactions of societies and cultures have influenced Florida's history.
  - SS.B.2.3.1 understand the patterns and processes of migration and diffusion throughout the world.
  - SS.D.2.3.3 know the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).
  
- 2. Demonstrate understanding of how the environment in Florida is modified by human activity.**
  - SS.A.4.3.1 know the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply).
  - SS.A.6.3.3 know how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
  - SS.B.2.3.2 know the human and physical characteristics of different places in the world and how these characteristics change over time.
  - SS.B.2.3.4 understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.
  - SS.B.2.3.9 understand how the interaction between physical and cultural systems affects current conditions on Earth.
  
- 3. Demonstrate understanding of the impact of social and cultural dynamics on the individual and society in Florida.**
  - SS.A.2.3.1 understand how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).
  - SS.A.2.3.4 understand the impact of geographical factors on the historical development of civilizations.
  
  - SS.A.2.3.6 know the major events that shaped the development of

various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).

- SS.A.3.3.1 understand ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).
- SS.A.4.3.3 understand the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.
- SS.A.4.3.4 understand how state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, the Black Hawk War, and removal policies in the Old Northwest).
- SS.A.5.3.3 know the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as industrialization; consequences such as poor living conditions in cities and employment conditions).

**4. Demonstrate understanding of the ways Florida allocates and uses resources and the consequences of those economic decisions.**

- SS.A.6.3.5 understand how Florida has allocated and used resources and the consequences of those economic decisions.
- SS.B.2.3.8 know world patterns of resource distribution and utilization.
- SS.D.1.3.1 know the options and resources that are available for consumer protection.
- SS.D.2.3.1 understand how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.
- SS.D.2.3.2 understand that relative prices and how they affect people's decisions are the means by which a market system provides answers to the three basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them?

**5. Evaluate the importance of the duties, rights, and responsibilities of a citizen of Florida and the interaction with local, state, and national government.**

- SS.C.1.3.1 know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.

- SS.C.1.3.2 understand major ideas about why government is necessary and the purposes government should serve.
- SS.C.1.3.3 understand how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).
- SS.C.1.3.4 know the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).
- SS.C.1.3.5 know the major responsibilities of his or her state and local governments and understand the organization of his or her state and local governments.
- SS.C.1.3.6 understand the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.
- SS.C.2.3.2 understand that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).
- SS.C.2.3.3 understand the argument that all rights have limits and know the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a “clear and present danger” exists or whether national security is at risk).
- SS.C.2.3.4 understand what constitutes personal, political, and economic rights and the major documentary sources of these rights.

**6. Employ geographic perspectives to identify, analyze, and predict solutions to state and local issues or concerns in Florida.**

- SS.B.1.3.5 know ways in which the spatial organization of a society changes over time.
- SS.B.1.3.6 understand ways in which regional systems are interconnected.
- SS.B.1.3.7 understand the spatial aspects of communication and transportation systems.

**7. Evaluate the importance of participation in community service and political and civic activities.**

- SS.C.2.3.5 understand how he or she can contact his or her representatives and why it is important to do so and know which level of government to contact to express his or her opinions or to get help on a specific problem.

- SS.C.2.3.6 understand the importance of participation in community service, civic improvement, and political activities.
- SS.C.2.3.7 understand current issues involving rights that affect local, national, or international political, social, and economic systems.

**8. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

- SS.A.1.3.1 understand how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.
- SS.A.1.3.2 know the relative value of primary and secondary sources and use this information to draw conclusions from historical sources such as data in charts, tables, graphs.
- SS.A.1.3.3 know how to impose temporal structure on historical narratives.
- SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
- SS.B.1.3.2 use mental maps to organize information about people, places, and environments.
- SS.B.1.3.3 know the social, political, and economic divisions on Earth's surface.
- SS.D.1.3.3 understand the variety of factors necessary to consider when making wise consumer decisions.

**(Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)



**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2103300  
**Course Title:** World Cultural Geography  
**Credit:** 1.0

- A. Major concepts/content.** Students develop multicultural understanding and use geographical concepts and skills to acquire information and systematically apply decision-making processes to real-life situations. They will acquire an understanding of interrelationships between people and their environment.

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

- study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, economic activity, land use

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Use maps, globes, charts, graphs and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns.
2. Identify the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity.
3. Understand patterns of population growth and settlement in different cultures and environments.
4. Understand the interaction between culture and technology in the use, alteration and conservation of the physical environment.

5. Understand the interrelationships and interdependence of world cultures, races and religions.
6. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

## Florida Department of Education

## COURSE DESCRIPTION – GRADES 9-12, ADULT

<b>Subject Area:</b>	Social Studies
<b>Course Number:</b>	2103400
<b>Course Title:</b>	Advanced Placement Human Geography
<b>Credit:</b>	1.0

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop higher levels of concepts and skills related to Human Geography.

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

- regions
- population studies
- cultural concepts and spatial representation
- political geography
- land use
- urbanization
- issues related to space, place, and scale
- economic geography

- B. Special Note:** The AP Human Geography course is designed to prepare students to pass the AP Human Geography exam that will be administered in a two hour period with a multiple-choice and a free-response format. Please see Teachers Guide: AP Human Geography for complete course information and sample syllabi.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with the AP Human Geography requirements may also be addressed by other course requirements as appropriate.

**After successfully completing the course, the student will:**

- 1. Understand the discipline of geography, including its tools, themes, and concepts.**

- SS.B.1.4.1 uses a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.
- SS.B.1.4.2 understands the advantages and disadvantages of using maps from different sources and different points of view.
- SS.B.1.4.3 uses mental maps of physical and human features of the world to answer complex geographic questions.
- SS.B.1.4.5 understands how various factors affect people's mental maps.

**2. Think critically about geographic problems on the global, national, and local scales.**

- SS.B.1.4.4 understands how cultural and technological characteristics can link or divide regions.
- SS.B.2.4.7 understands the concept of sustainable development.

**3. Appreciate the diversity of global cultures, including their cultural and economic characteristics.**

- SS.B.2.4.1 understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
- SS.B.2.4.5 knows how humans overcome "limits to growth" imposed by physical systems.
- SS.B.2.4.3 understands how the allocation of control of the Earth's surface affects interactions between people in different regions.

**4. Understand how cultural landscapes are created and how they change over time.**

- SS.B.2.4.2 understands past and present trends in human migration and cultural interaction and their impact on physical and human systems.
- SS.B.2.4.4 understands the global impact of human changes in the physical environment.
- SS.B.2.4.6 understands the relationships between resources and the exploration, colonization, and settlement of different regions of the world.

## **GENERAL INFORMATION**

**Course Number:** 2103410

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Geography](#) »

**Course Title:** AICE Geography

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** AICE Geography

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**AICE?**

**Advanced International Certification of Education** Yes

**of Education**

**General Notes:** The course description for this AICE course is provided at this link:

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=747](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=747)

## **GENERAL INFORMATION**

**Course Number:** 2103420

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Geography](#) »

**Course Title:** Pre-AICE Geography

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** Pre-AICE Geography

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**AICE?**

**Advanced International Certification of Education** Yes

**of Education**

**General Notes:** The course description for this AICE course is provided at this link:

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=912](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=912)

**Florida Department of Education**  
**COURSE DESCRIPTION**  
**9-12, ADULT**

**SUBJECT AREA:** Social Sciences

**COURSE NUMBER:** 2103430

**COURSE TITLE:** International Baccalaureate Geography HL

**CREDIT:** 1.0

**MAJOR CONCEPTS/CONTENT:**

The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Throughout the course, teachers have considerable flexibility in their choice of examples and case studies to ensure that Diplomas Program geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity.

Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.

NOTE A: Standard Level (SL) students study Part 1 and Part 2 of the following course description as well as the fieldwork component. Higher Level (HL) students cover topics in Parts 1 and 2 as well as the fieldwork requirement. In addition, HL students will study Part 3 of the course description. SL courses require students to be exposed to a minimum of 150 teaching hours. HL courses require a minimum of 240 teaching hours.

NOTE B: See International Baccalaureate syllabus for specific content requirements.

**PART 1: THE CORE CONCEPT WILL INCLUDE FOUR COMPULSORY TOPICS:**

1. Population
2. Disparities in wealth and development
3. Patterns in environmental quality and sustainability
4. Patterns in resource consumption

After completion of the core content, students will be able to:

- Explain population trends and patterns in births, natural increase, mortality, fertility and life expectancy in contrasting regions of the world.
- Explain dependency and aging ratios.
- Discuss the causes of migrations both forced and voluntary migration.
- Examine gender inequalities in culture, status, education, birth ratios, health and other issues.
- Define and explain indices of infant mortality, education, nutrition and income and the human development index.
- Explain disparities and inequities that occur within countries resulting from ethnicity, income, employment and land ownership.

- Identify and explain changing patterns and trends of regional and global disparities of life expectancy, education and income.
- Describe, explain and discuss the causes and environmental consequences of global climate change.
- Explain the causes and consequences of soil degradation and the socio-economic implications of this process.
- Identify and examine the ways in which water resources are utilized and managed at a regional level.
- Explain the causes and importance of biodiversity in tropical rainforests.
- Define the concept of environmental sustainability.
- Evaluate the ecological footprint as a measure of population size and resource consumption.
- Examine global patterns and trends in the production and consumption of oil and other energy sources.
- Discuss and evaluate the reduction of resource consumption by conservation, waste reduction, recycling and substitution.

## **PART 2: OPTIONAL THEMES**

There are seven optional themes available for study. The study of **any three** optional themes is required at Higher Level (HL). The study of any two optional themes is required at Standard Level (SL). In all the options there will be some element of case study analysis. Within the analysis of each option, students will learn definitions and apply subject specific academic vocabulary to their studies.

- A. Freshwater issues and conflicts.
- B. Oceans and their coastal margins.
- C. Extreme environments.
- D. Hazards and disaster – risk assessment and response (either earthquakes or volcanoes, hurricanes, droughts, man-made environmental hazard linked to explosion or hazardous materials).
- E. Leisure, sport and tourism.
- F. The geography of food and health.
- G. Urban environments.

After completion of Option A, students will be able to:

- Examine and explain inputs, outputs, stores and transfers of the hydrological cycle.
- Examine and describe the drainage basin and an open system and define stream discharge.
- Describe and examine the characteristics of hydrograph.
- Discuss the human causes and consequences of a specific river flood.
- Describe and assess the hydrological changes resulting from dam and reservoir construction.
- Explain stream channel processes and resultant landforms on floodplains.
- Describe and explain the functioning and management of artesian basins, aquifers and freshwater wetlands.
- Examine the environmental impact of agriculture and irrigation.
- Analyze competing demands for water in a specific river basin and discuss an international conflict related to freshwater resources.
- Examine the development of coral reefs and mangrove swamps and the causes and consequences of the loss of reefs and mangrove swamps.

After completion of Option B, students will be able to:

- Describe and explain: the distribution of ocean currents, the main features of ocean floor morphology and the spatial variations in temperature and salinity of ocean water.
- Explain the thermal transfer of energy within oceans and the El Niño and La Niña phenomena and their environmental and economic effects.



- Examine the biotic and abiotic resources of the ocean and issues pertaining to the ocean pollution and conservation strategies.
- Discuss sovereignty rights and conflicts over territorial ocean limits.
- Describe and explain coastal processes and resultant ocean landforms.
- Discuss conflicts and issues arising from competing land uses and attempts to manage coastal hazards, pollution and aquaculture.

After completion of Option C, students will be able to:

- Describe the relief and climate characteristics of two kinds of extreme environment and the challenges they present for resource development and human habitation.
- Describe and explain population density in extreme environments.
- Explain the advance and retreat of glaciers and the formation of landforms created by glacial erosion and deposition.
- Explain the process of weathering and the impact of wind and water formed physical features in arid environments.
- Describe the potential or agricultural development in arid areas and to distinguish between aridity and infertility.
- Analyze opportunities for mineral resource extraction in arid and periglacial areas and the opportunities for the development of tourism in extreme environmental areas and the potential negative impact associated with the economic development of such regions.
- Discuss the potential impact of climate change on arid and periglacial areas.

After completion of Option D, students will be able to:

- Explain the characteristics and spatial distribution of one of the four hazards in this option including a description of the magnitude, frequency, predictability, duration and speed of onset.
- Discuss the reasons why people live in areas prone to disasters together with an analysis of the differing levels of vulnerability in different socio-economic groups.
- Explain the balance or risk and reward involved in living in hazard zones. Including an explanation of why people in such zones frequently underestimate the probability and strength of hazard events.
- Distinguish between a hazard event and a disaster including methods used to quantify the spatial extent, intensity and impact of one disaster resulting from a natural hazard.
- Analyze methods of planning attempts to reduce the impact of potential hazard events and the varying responses to hazard events at local, regional, and international levels.

After completion of Option E, students will be able to:

- Discuss problems in defining leisure, recreation, tourism and sport and analyze the impact of technology, accessibility and affluence upon these activities.
- Explain long and short-term trends and changes in location and development of tourist activities.
- Examine social, political, cultural and economic factors affecting participation in two international sports including an analysis of the sphere of influence of these sports.
- Examine by use of a case study the social, economic and environmental impact of tourism and the importance of tourism as a development strategy for low-income countries.
- Explain the hierarchy of a national sports league and the location of teams.
- Describe and explain the distribution and location of primary and secondary tourist resources in a names town or city and attempts made to manage tourist demands while minimizing environmental damage and conflict with local residents.
- Explain the relationship which exists between urban settlements and the size, frequency, range and catchment areas of sports facilities.

- Describe and explain the distribution and location of recreation and sports facilities in urban areas linked to accessibility, land values, socio-economic groups and the characteristics of various urban zones.
- Discuss the role of sport and recreation in regenerating urban areas and define and describe issues pertaining to the development of sustainable tourism.

After completion of Option F, students will be able to:

- Describe and explain national and global variations in health illustrated by life expectancy data.
- Evaluate the HALE (health-adjusted life expectancy), infant mortality, calorie intake, access to safe water and health services as indicators of health.
- Discuss geographic factors that determine the emphasis of policy makers in one country on prevention and opposed to treatment of disease.
- Distinguish between malnutrition, chronic hunger, temporary hunger, and famine and identify global patterns of calorie intake as one measure of food availability.
- Explain how changes in agri-business, agricultural systems, science and technology have impacted the availability of food starting with the Green Revolution.
- Examine the political, social, economic, and environmental factors that have caused areas of food deficiency and food insecurity. Using a case study, examine the causes of a recent famine.
- Examine the impact of trade barriers, agricultural subsidies, bi-lateral and multi-national trade agreements and the transnational corporations upon the production and availability of food.
- Evaluate the importance of food aid, free trade and fair trade in alleviating food shortages.
- Analyze the concept of sustainable agriculture in terms of sustainability yield and energy efficiency ratios.
- Describe and explain global distribution of diseases of affluence and by expansion apply to the spread of disease. Study attempts to limit the spread of disease.
- Examine geographical factors responsible for the spread of two diseases and their impact on local, national and international scale as well as attempts to manage the spread of disease in any one country related to one of these diseases.

After completion of Option G, students will be able to:

- Define urbanization and explain global and regional variations of this phenomenon.
- Explain the processes of centripetal movements, gentrification and urban renewal.
- Explain the global increase in the number and location of mega cities.
- Describe and explain the location of residential areas in relation to ethnicity, wealth, and family status.
- Examine patterns of urban poverty and squatter settlements and low cost housing.
- Describe and examine the cause and effects of the movement of socio-economic groups since the 1980s and the movement of manufacturing, retail and service land uses.
- Describe and explain factors influencing urban micro-climates.
- Analyze systems of urban stress including congestion, noise, social deprivation, depletion of green space, and crime.
- Describe the city as a system with inputs of energy, people, materials, products and outputs of waste in various forms and people.
- Use case study analysis to discuss concepts of sustainable city management, and the urban ecological footprint.
- Evaluate one case study of a strategy to handle growth from in-migration and one socially sustainable house management plan.

## **FIELD WORK**

All students will produce a written report of around 2,500 words based upon a field work study.

After completion of the field work study, students will have:

- Gathered and presented primary information which may involve both quantitative and qualitative information.
- Gathered and presented secondary information providing referenced sources.
- Utilized and demonstrated a proficiency and understanding of a variety of techniques used to present geographical information which may include maps, annotated diagrams, graphs, tables, charts and written analysis.

The study of global interactions in this syllabus has a broader perspective than a more conventional study of globalization that emphasizes a linear process involving the domination and the imposition of western culture on the world. In the context of the syllabus, global interaction suggests a two-way and complex process whereby cultural traits and commodities may be adopted, adapted or resisted by societies. The process is neither inevitable nor universal.

The HL extension theme focuses on the global interactions, flows and exchanges arising from the disparities that exist between places. It presents important and contestable geographic issues of change in space and time for the HL student to question. This part of the syllabus is divided into seven topics relating to global interactions as outlined in the following table. Each topic has a conceptual base that is developed through the content.

Each of the topics has a specific core vocabulary with which students will become conversant.

There are **seven** compulsory topics in the HL extension.

1. Measuring global interactions.
2. Changing space – the shrinking world
3. Economic interactions and flows
4. Environmental change
5. Socio-cultural exchanges
6. Political outcomes
7. Global interactions at the local level

After completion of part 1 of the HL extension, students will be able to:

- Describe and evaluate one of the major globalization indices and describe how globalization may be presented spatially.
- Discuss the spatial pattern of global interactions through mapping core areas at both the focus of interactions and the peripheries.

After completion of part 2 of the HL extension, students will be able to:

- Explain how reducing the friction of distance results in time-space convergence.
- Examine and discuss the relative changes in the speed and capacity of two types of transport responsible for the flow of people, goods and materials.
- Describe and examine the role of information technology and communication (ITC) in a civil society and the contrasting rate levels and patterns of adoption of ITC in two countries.

After completion of part 3 of the HL extension, students will be able to:

- Examine and explain the importance of loans, debt repayment, remittances, repatriation of profits and capital transfers in the developed core and peripheries.
- Examine the influence of governments and world trading organizations in the transfer of capital.
- Explain the causes of one major overflow of labor between two countries.

- Explain the role of ITC in the growth of international outsourcing.

After completion of part 4 of the HL extension, students will be able to:

- Identify the impact of agro-industrialization and change in production and consumption on the physical environment.
- Examine the concept of food miles and the environmental impact of increasing volumes of air traffic.
- Discuss the reasons and consequences of relocating polluting industries to countries with weaker environmental controls.
- Describe one major pollution event affecting more than one country and examine the consequences of responses to this event and the growth of environmental awareness as a result of these global interactions including the role of one international civil society organization in fostering improved environmental management.
- Describe and explain the evolution of uniform homogenous urban landscapes.

After completion of part 5 of the HL extension, students will be able to:

- Describe cultural traits in terms of language, dress, images, beliefs, food and technology and explain the diffusion of traits resulting from international movement of workers, tourists and commodities.
- Describe the role of TNCs (transnational companies) and media in spreading consumer culture using two different branded commodities to examine the spatial and temporal pattern of adoption on a global scale.
- Examine the role of diasporas in preserving culture in one country and the adoption of minority traits by host societies.
- Examine the influence of diffusion on one remote indigenous society through international interactions. Describe how these interactions may result in homogenization and dilution of culture.
- Define the concept of cultural imperialism.

After completion of part 6 of the HL extension, students will be able to:

- Discuss the links between the diminishing effectiveness of political borders and the flow of goods, people, labor and ideas and the role of one multi-governmental organization (for example, the EU – European Union or NAFTA – North American Free Trade Agreement).
- Discuss the shift in power from nation states to TNCs.
- Describe the resurgence of nationalism in one country as it attempts to regain control of its culture and resources. Discuss anti-globalization movements.

After completion of part 7 of the HL extension, students will be able to:

- Distinguish between the terms globalization and glocalization.
- Explain the extent to which commercial activities at a local scale have become globalized, examining reasons why the level and rate of adoption varies from place to place.
- Discuss the adoption or rejection of globalization trends by civil societies.
- Evaluate the costs and benefits of local commercial production to the producer, the consumer and the local economy compared to costs and benefits of globalized production.
- Describe the role of civil societies in raising awareness of local and global environmental, social and cultural issues, examining how they support local economic activity and strengthen local cultural values. Discuss the position held by anti-globalization groups.
- Evaluate the quality of life of a contemporary non-globalized society.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2103800  
**Course Title:** World Geography - International Baccalaureate  
**Credit:** 1.0

**A. Major concepts/content.** Students are introduced to a variety of geographic concepts and knowledge using problem-oriented study. Topics are presented through regional case studies with emphasis on human geography, although physical geography is presented as well.

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

- world population
- conditions and problems of economic development
- energy resources and problems
- problems and consequences of urbanization
- problems of world food supply and water and associated environmental hazards

**B. Special note.** See International Baccalaureate syllabus for specific content requirements.

**C. Course Requirements.** After successfully completing this course, the student will:

1. Use and create various types of maps, charts and graphs.
2. Understand the basic concepts of geomorphology and physiography and analyze their influence on the population, culture and economics of an area.
3. Analyze the influences of varying levels of human activity on the environment.

4. Analyze population data and policies in light of leading population theories as they relate to economic development and political stability.
5. Identify the key components of diet and the means by which individuals and governments attempt to meet the people's caloric and nutritional needs.
6. Identify present energy resources and analyze present and future demands for energy relative to resources and technology.
7. Understand the factors involved in urban growth in the contemporary world.
8. Understand the problems of economic development in different parts of the world and interpret incidents that indicate levels of development.
9. Understand the impact of modernization and industrialization on the spread of internationalism and interdependence.
10. Hypothesize solutions for the problems presented throughout the course.
11. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Social Studies  
**Course Number:** 2104000  
**Course Title:** M/J Social Studies  
**Course Length:** 1 year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop a basic understanding of the concepts and methodologies used in the social studies disciplines, and their applications in contemporary and historical contexts. The social studies disciplines include history, geography, political science, economics, sociology, psychology, and anthropology.

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

- basic concepts and methodology of the social studies disciplines
- interdisciplinary concepts of change, conflict, interdependence, choice, and impact of the environment
- development of reasoning and information-processing skills
- applications of the social studies to contemporary issues and concerns
- applications of the social studies to the study of Florida

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** Completion of one year of this course could be used to fulfill a district's requirements for Florida History and Civics if approved by the school board.

Requirements 1-3 and 6 must be met for a semester course.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate understanding of the focus and methodology of the social studies disciplines.**

SS.A.1.3.1 understand how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

SS.A.1.3.2 know the relative value of primary and secondary sources and use this information to draw conclusions from historical sources such as data in charts, tables, graphs.

**2. Identify the relationships among the social studies in order to understand the scope of each discipline.**

SS.A.2.3.4 understand the impact of geographical factors on the historical development of civilizations.

SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.

**3. Apply methods of social studies to contemporary problems in Florida.**

SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

SS.B.1.3.2 use mental maps to organize information about people, places, and environments.

**4. Use social studies methods and concepts to develop an understanding of the multicultural history of Florida, including the contributions of different ethnic groups.**

SS.A.6.3.1 understand how immigration and settlement patterns have shaped the history of Florida.

SS.A.6.3.3 know how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.



SS.A.6.3.4 understand how the interactions of societies and cultures have influenced Florida's history.

**5. Use social studies methods and concepts to develop an understanding of the rights and responsibilities of citizenship.**

SS.C.1.3.5 know the major responsibilities of his or her state and local governments and understand the organization of his or her state and local governments.

SS.C.2.3.1 understand the history of the rights, liberties, and obligations of citizenship in the United States.

SS.C.2.3.2 understand that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).

SS.C.2.3.3 understand the argument that all rights have limits and know the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a "clear and present danger" exists or whether national security is at risk).

SS.C.2.3.4 understand what constitutes personal, political, and economic rights and the major documentary sources of these rights.

SS.C.2.3.5 understand how he or she can contact his or her representatives and why it is important to do so and know which level of government to contact to express his or her opinions or to get help on a specific problem.

SS.C.2.3.6 understand the importance of participation in community service, civic improvement, and political activities.

SS.C.2.3.7 understand current issues involving rights that affect local, national, or international political, social, and economic systems.

SS.D.1.3.1 know the options and resources that are available for consumer protection.

**6. Apply research, study, critical-thinking, and decision-making skills, and**

**demonstrate the use of new and emerging technology in problem solving.**

**(Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

## Florida Department of Education Course Description, Grades 6-8

<b>Course Number:</b>	2104010
<b>Course Title:</b>	Engaged Citizenship through Service-Learning, 1
<b>Abbreviated Title:</b>	ENG CITIZ SERV LRNG1
<b>Number of Credits:</b>	0.5 Credit
<b>Course Length:</b>	Half-year
<b>Course Level:</b>	2
<b>General Notes:</b>	<p>This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours' duration.</p> <p>The content should include, but not be limited to, the following:</p> <ol style="list-style-type: none"> <li>1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.</li> <li>2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.</li> <li>3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.</li> <li>4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.</li> </ol> <p>All of the above activities may be counted toward the service-learning 20-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at <a href="http://www.fldoe.org/family/learnservice.asp">www.fldoe.org/family/learnservice.asp</a>.</p> <p>Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and</p>

	<p>learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.</p> <p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.</li> <li>2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.</li> <li>3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.</li> <li>4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.</li> <li>5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).</li> <li>6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).</li> <li>7. Provide documentation of activities and the minimum 20 hours of participation in an approved service-learning project.</li> </ol>
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**Related Benchmarks (26)**

<b>Benchmark #</b>	<b>Description</b>
LA.6.1.6.1:	The student will use new vocabulary that is introduced and taught directly.
LA.6.1.6.2:	The student will listen to, read, and discuss familiar and conceptually challenging text.
LA.6.1.6.3:	The student will use context clues to determine meanings of unfamiliar words.
LA.6.1.6.5:	The student will relate new vocabulary to familiar words.
LA.6.2.2.3:	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).
LA.6.3.1.1:	The student will pre-write by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers' notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests.
LA.6.3.3.4:	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
LA.6.3.4.3:	The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources.
LA.6.3.5.1:	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia).

<b>LA.6.3.5.2:</b>	The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document.
<b>LA.6.4.2.1:</b>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions).
<b>LA.6.4.2.4:</b>	The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature.
<b>LA.6.5.2.2:</b>	The student will deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology, and supporting graphics appropriate to the situation.
<b>LA.6.6.1.3:</b>	The student will create a technical manual or solve a problem.
<b>LA.6.6.3.2:</b>	The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.
<b>LA.6.6.4.2:</b>	The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<b>SS.6.W.1.3:</b>	Interpret primary and secondary sources.
<b>MA.6.A.1.3:</b>	Solve real-world problems involving multiplication and division of fractions and decimals.
<b>MA.6.A.3.1:</b>	Write and evaluate mathematical expressions that correspond to given situations.
<b>MA.6.A.5.3:</b>	Estimate the results of computations with fractions, decimals, and percents, and judge the reasonableness of the results.
<b>PE.6.M.1.12:</b>	Use proper safety practices.
<b>PE.6.R.1.1:</b>	Recognize that peer pressure can be positive and negative.
<b>PE.6.R.1.2:</b>	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.
<b>HE.6.B.2.3:</b>	Demonstrate effective conflict management and/or resolution strategies.
<b>HE.6.B.3.3:</b>	Discriminate between the need for individual or collaborative decision-making.
<b>HE.6.C.1.7:</b>	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

## Florida Department of Education Course Description, Grades 6-8

<b>Course Number:</b>	2104020
<b>Course Title:</b>	Engaged Citizenship through Service-Learning, 2
<b>Abbreviated Title:</b>	ENG CITIZ SERV LRNG2
<b>Number of Credits:</b>	0.5 Credit
<b>Course Length:</b>	Half-year
<b>Course Level:</b>	2
<b>General Notes:</b>	<p>This course provides an introduction and applications to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 25 hours' duration.</p> <p>The content should include, but not be limited to, the following:</p> <ol style="list-style-type: none"> <li>1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.</li> <li>2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.</li> <li>3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.</li> <li>4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.</li> </ol> <p>All of the above activities may be counted toward the service-learning 25-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at <a href="http://www.fldoe.org/family/learnservice.asp">www.fldoe.org/family/learnservice.asp</a>.</p> <p>Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and</p>

	<p>learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.</p> <p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.</li> <li>2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.</li> <li>3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.</li> <li>4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.</li> <li>5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).</li> <li>6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).</li> <li>7. Provide documentation of activities and the minimum 25 hours of participation in one or more approved service-learning project.</li> </ol> <p>For this second-level middle school course, the expectation is that students will not only conduct more service-learning hours than students in the first level but will also demonstrate responsibility and leadership in project investigation, design, and implementation.</p>
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**Related Benchmarks (31)**

<b>Benchmark #</b>	<b>Description</b>
<b>LA.6.1.6.1:</b>	The student will use new vocabulary that is introduced and taught directly.
<b>LA.6.1.6.2:</b>	The student will listen to, read, and discuss familiar and conceptually challenging text.
<b>LA.6.1.6.3:</b>	The student will use context clues to determine meanings of unfamiliar words.
<b>LA.6.1.6.5:</b>	The student will relate new vocabulary to familiar words.
<b>LA.6.2.2.3:</b>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).
<b>LA.6.3.1.1:</b>	The student will pre-write by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers' notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests.
<b>LA.6.3.3.4:</b>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<b>LA.6.3.4.3:</b>	The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources.

<b>LA.6.3.5.1:</b>	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia).
<b>LA.6.3.5.2:</b>	The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document.
<b>LA.6.4.2.1:</b>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions).
<b>LA.6.4.2.4:</b>	The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature.
<b>LA.6.5.2.2:</b>	The student will deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology, and supporting graphics appropriate to the situation.
<b>LA.6.6.1.3:</b>	The student will create a technical manual or solve a problem.
<b>LA.6.6.3.2:</b>	The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.
<b>LA.6.6.4.2:</b>	The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<b>LA.7.5.2.1:</b>	The student will use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic.
<b>SS.6.W.1.3:</b>	Interpret primary and secondary sources.
<b>SS.7.C.2.3</b>	Experience the responsibilities of citizens at the local, state, or federal levels.
<b>SS.7.C.2.14</b>	Conduct a service project to further the public good.
<b>MA.6.A.1.3:</b>	Solve real-world problems involving multiplication and division of fractions and decimals.
<b>MA.6.A.3.1:</b>	Write and evaluate mathematical expressions that correspond to given situations.
<b>MA.6.A.5.3:</b>	Estimate the results of computations with fractions, decimals, and percents, and judge the reasonableness of the results.
<b>PE.6.M.1.12:</b>	Use proper safety practices.
<b>PE.6.R.1.1:</b>	Recognize that peer pressure can be positive and negative.
<b>PE.6.R.1.2:</b>	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.
<b>PE.7.M.1.7</b>	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
<b>HE.6.B.2.3:</b>	Demonstrate effective conflict management and/or resolution strategies.
<b>HE.6.B.3.3:</b>	Discriminate between the need for individual or collaborative decision-making.
<b>HE.6.C.1.7:</b>	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
<b>HE.7.B.2.2</b>	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.



**Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2104300  
**Course Title:** Introduction to the Social Sciences  
**Credit:** 1.0

**A. Major concepts/content.** Students acquire a basic understanding of the scope, focus and methodology of the social sciences through an overview of its various disciplines.

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

- inquiry methodologies
- measurement techniques
- basic concepts
- interdisciplinary strategies
- leading contributors in the fields of anthropology, economics, geography, history, political science, psychology and sociology
- development of effective logic skills, reasoning skills and study skills

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the focus and methodology of social sciences.
2. Identify the basic concepts in the social sciences.
3. Differentiate among the various disciplines in the social sciences.
4. Understand the scientific method as a common tool of the social sciences.

5. Demonstrate an understanding of the interdisciplinary skills essential to the study of the social sciences.
6. Describe the contributions of leading social scientists.
7. Apply social science concepts and generalizations to address problems in the field.
8. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2104310  
**Course Title:** Future Studies  
**Credit:** 1.0

- A. Major concepts/content.** Future Studies provides the student an opportunity to analyze and manipulate contemporary trends and data in order to produce accurate predictions pertaining to the future. Students understand contemporary issues and concerns while becoming better prepared to shape the future.

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

- progressive change in social development
- current theories and models from futurists and major schools of futures thinking
- methods and techniques used by futurists
- areas of study, such as emerging values, frontiers of knowledge, technological developments, social issues and utopias
- methods and techniques for forecasting the future

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the process of change and demonstrate an increased ability to adjust to that change.
2. Compare current theories and future models presented by leading futurists and major schools of futures thinking.
3. Apply the major methods and techniques used in future research for forecasting the future.

4. Use critical and creative thinking skills to solve complex and abstract problems.
5. Analyze the impact of fundamental shifts in scientific and technological knowledge.
6. Develop scenarios describing the society of the future.
7. Assess the benefits and costs of technological progress.
8. Display an attitude indicating that he/she is creating his/her future by daily choices and actions.
9. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, Adult

**Subject Area:** Social Studies  
**Course Number:** 2104320  
**Course Title:** Global Studies  
**Credit:** 1.0

- A. Major concepts/content.** Global Studies provides students with interdisciplinary knowledge, skills and attitudes necessary to meet responsibilities as citizens of their community, state and nation and prepares them to live in an increasingly interdependent and complex global society.

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

- interdependence
- global issues
- culture
- international system
- pluralism
- transnationalism
- global economy
- ecology issues
- planetary ethics
- human-environment interactions
- movement
- cultural diffusion

- B. Special note.** This course should be taught with an interdisciplinary emphasis.

- C. Course Requirements.** After successfully completing this course, the student will:

1. Identify the major similarities and differences that exist between today's global reality and the world of the past.

2. Demonstrate the ability to objectively and critically analyze the limitations of a personal world view and the world views of other groups and cultures.
3. Demonstrate a proficiency in the academic skills required to analyze and understand the complexities of today's world.
4. Demonstrate a substantive knowledge of the major issues and challenges facing our world at the present time and in the foreseeable future.
5. Demonstrate an understanding of and an appreciation for the commonalties and differences among the peoples and cultures of the world.
6. Demonstrate knowledge of the complex nature of individual, group and national interactions in today's world.
7. Demonstrate the capability and commitment to become an active participant in the decisions effecting the present and the future of our planet.
8. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, Adult**

**Subject Area:** Social Studies  
**Course Number:** 2104330  
**Course Title:** Voluntary School/Community Service  
**Credit:** 0.5

**A. Major concepts/content.** Students are engaged in activities that help them develop an appreciation for the concept of service to the school or community. In this issues approach, students are expected to examine topics, make informed judgments and apply problem-solving skills within a context of how they might best serve a local school or community. Teachers are challenged to encourage students to plan for the future and to act in the present.

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

- identification of school or community issues and needs
- options for responding to identified needs
- development and implementation of a personal plan for providing school or community service

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Describe the need for school or community service.
2. Evaluate the need for school or community service as it affects political, economic or social environments.
3. Investigate the political, economic or social issues related to school or community service options.
4. Assess the political, economic or social value of school or community service.

5. Evaluate the personal effectiveness of school or community service.
6. Demonstrate an understanding of the organizational structure of volunteer service programs.
7. Develop and deliver an oral, written or visual presentation of the school or community service project.
8. Provide documentation of at least 75 hours of school or community service.



## Florida Department of Education

## COURSE DESCRIPTION—GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2104340  
**Course:** Women's Studies  
**Credit:** 0.5

- A. Major Concepts/Content:** The purpose of this course is to enable students to develop a basic understanding of women throughout history, of individual women who have shaped history and the world today, and of contemporary issues that impact the lives of women today. The social studies disciplines included in this course are American and World history, economics, sociology and psychology.
- B. Special Note:** This course fulfills requirements for an elective credit in Social Studies.
- C. Course Requirements:** These requirements include but are not limited to, the benchmarks from the Sunshine State Standards.

**After successfully completing this course, the student will:**

- 1. Demonstrate understanding of the impact of significant people, ideas and events on the development of values, traditions and social, economic, and political institutions of civilizations and nation states.**
  - SS.A.2.4.2 understands the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt and the Indus Valley.
  - SS.A.2.4.3 understands the emergence of civilization in China, Southwest, Asia and the Mediterranean basin.
  - SS.A.2.4.4 understand significant aspects of the economic and social systems of Ancient Greece and the cultural contributions of that civilization.
  
- 2. Demonstrate understanding of the early historical development of the United States.**
  - SS.A.4.4.2 understand how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.
  - SS.A.4.4.5 understand the significant political events that took place during the early national period.
  
- 3. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.**
  - SS.A.5.4.1 know the causes of the Industrial Revolution and its economic, political and cultural effects on American society.

- SS.A.5.4.3 understand the significant events leading up to the United States involvement in World War I and the political, social and economic results of that conflict in Europe and the United States.
- SS.A.5.4.4 understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
- SS.A.5.4.5 know the origins and effects of the involvement of the United States in World War II.
- SS.A.5.4.6 understand the political events that shaped the development of United States foreign policy since World War II and know the characteristics of that policy.
- SS.A.5.4.7 understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.
- SS.A.5.4.8 know significant political events and issues that have shaped domestic policy decisions in contemporary America.
- SS.D.2.4.3 understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.

**4. Trace the evolution of the relationship between majority rule and individual rights.**

- SS.A.3.4.6 understand transformations in the political and social realms from the Age of Absolution through the Glorious Revolution to the French Revolution.
- SS.C.2.4.3 understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.

**5. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including slavery, the passage of slaves to America, abolition, and the contributions of African-Americans to society.**

- SS.A.5.4.2 understand the social and cultural impact of immigrant groups and individuals on American society after 1880.

**6. Demonstrate understanding of the interactions among science, technology, and society within the context of the historical development of the United States.**

- SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.

**7. Demonstrate understanding of the processes used to create and interpret history.**

- SS.A. 1.4.1 understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
- SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of a historical event or episode.
- SS.A.1.4.4 use chronology, sequencing, patterns, and periodization to examine interpretation of an event.

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

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

	<p>addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.</p> <p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.</li> <li>2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.</li> <li>3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.</li> <li>4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.</li> <li>5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).</li> <li>6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).</li> <li>7. Provide documentation of activities and the minimum 30 hours of participation in one or more approved service-learning project.</li> </ol>
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**Related Benchmarks (39)**

Benchmark #	Description
LA.910.1.6.1:	The student will use new vocabulary that is introduced and taught directly.
LA.910.1.6.2:	The student will listen to, read, and discuss familiar and conceptually challenging text.
LA.910.1.6.3:	The student will use context clues to determine meanings of unfamiliar words.
LA.910.1.6.5:	The student will relate new vocabulary to familiar words.
LA.910.2.2.3:	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining).
LA.910.3.1.1:	The student will pre-write by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests.
LA.910.3.3.4:	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
LA.910.3.4.3:	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.
LA.910.3.5.1:	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia).
LA.910.3.5.2:	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs).
LA.910.4.2.1:	The student will write in a variety of informational/expository forms, including

	a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions).
LA.910.4.2.4:	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email).
LA.910.5.2.2:	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations).
LA.910.5.2.3:	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.
LA.910.5.2.5:	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
LA.910.6.1.3:	The student will use the knowledge to create a workplace, consumer, or technical document.
LA.910.6.3.3:	The student will demonstrate the ability to select print and non-print media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
LA.910.6.4.2:	The student will routinely use digital tools for publication, communication and productivity.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.3.12:	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.5:	Conduct a service project to further the public good.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.10:	Monitor current public issues in Florida.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
MA.912.A.2.1:	Create a graph to represent a real-world situation.
MA.912.A.2.13:	Solve real-world problems involving relations and functions.
MA.912.A.2.2:	Interpret a graph representing a real-world situation.
PE.912.C.1.20:	Know various ways in which physical conflict can be resolved appropriately.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.1.1:	Act independently of peer pressure both in and out of school.
PE.912.R.1.4:	Maintain appropriate personal, social, and ethical behavior while participating

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

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

design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

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

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

**Related Benchmarks (44)**

<b>Benchmark #</b>	<b>Description</b>
LA.910.1.6.1:	The student will use new vocabulary that is introduced and taught directly.
LA.910.1.6.2:	The student will listen to, read, and discuss familiar and conceptually challenging text.
LA.910.1.6.3:	The student will use context clues to determine meanings of unfamiliar words.
LA.910.1.6.5:	The student will relate new vocabulary to familiar words.
LA.910.2.2.3:	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining).
LA.910.3.1.1:	The student will pre-write by generating ideas from multiple sources (e.g.,

	brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests.
LA.910.3.3.4:	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
LA.910.3.4.3:	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics.
LA.910.3.5.1:	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia).
LA.910.3.5.2:	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs).
LA.910.4.2.1:	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions).
LA.910.4.2.4:	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email).
LA.910.5.2.2:	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations).
LA.910.5.2.3:	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.
LA.910.5.2.5:	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
LA.910.6.1.3:	The student will use the knowledge to create a workplace, consumer, or technical document.
LA.910.6.3.3:	The student will demonstrate the ability to select print and non-print media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
LA.910.6.4.2:	The student will routinely use digital tools for publication, communication and productivity.
LA.1112.2.2.4:	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text).
LA.1112.4.2.2:	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
LA.1112.4.2.3:	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.3.12:	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of



	the 20th century and into the 21st century.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.5:	Conduct a service project to further the public good.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.10:	Monitor current public issues in Florida.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
MA.912.A.2.1:	Create a graph to represent a real-world situation.
MA.912.A.2.13:	Solve real-world problems involving relations and functions.
MA.912.A.2.2:	Interpret a graph representing a real-world situation.
MA.912.A.10.2:	Decide whether a solution is reasonable in the context of the original situation.
PE.912.C.1.20:	Know various ways in which physical conflict can be resolved appropriately.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.1.1:	Act independently of peer pressure both in and out of school.
PE.912.R.1.4:	Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
HE.912.B.3.2:	Examine barriers that can hinder healthy decision-making.
HE.912.B.3.5:	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.C.1.5:	Propose strategies to reduce or prevent injuries and health problems.

	in a variety of physical activities.
HE.912.B.3.2:	Examine barriers that can hinder healthy decision-making.
HE.912.B.3.5:	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
HE.912.C.1.5:	Propose strategies to reduce or prevent injuries and health problems.

**Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2104600  
**Course Title:** Multicultural Studies  
**Credit:** 0.5

- A. Major concepts/content.** This course provides students with the opportunity to acquire an understanding of multicultural studies. Topics include, but are not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.
- B. Special note.** None
- C. Course Requirements.** After successfully completing this course, the student will:
1. Explain the significance of geography on the development of Native American civilization.
  2. Understand how contemporary civilizations depend on the contributions of past civilizations.
  3. Understand the multicultural basis of American society.
  4. Explain the impact of immigration on the development of American society.
  5. Compare Native American, Hispanic American, African American and Asian American cultures.
  6. Understand historical and current events from the perspective of various cultural groups.

7. Identify causes and effects on various changes in historical development.

## Florida Department of Education

## COURSE DESCRIPTION—GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2104610  
**Course:** The American Mosaic  
**Credit:** 0.5

**A. Major Concepts/Content.** This course is designed to teach students an understanding of many of the diverse groups in American Society. Through the study of African-Americans, Hispanics, Women and the Jewish experience in the Holocaust, students will understand what tolerance is and the importance of accepting differences in American society today. Additionally, students will compare and contrast experiences among groups, to not only define their differences but to describe their shared histories. Thus, in teaching the culture of oppression shared by many groups, students will be helped to understand the American Mosaic.

**B. Special Note.** This course meets the appropriate Sunshine State Standards and incorporates the Goal Three Performance Standards.

**C. Course Requirements.** These requirements include but are not limited to the benchmarks included in the Sunshine State Standards and Florida requirements regarding the teaching of African-American, Hispanic and Women's history and the Jewish experience in the Holocaust.

**1. Demonstrate understanding of the early historical development of the U.S.**

SS.A.4.4.2 understand how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.

**2. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.**

SS.A.5.4.1 know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.

SS.A.5.4.2 understand the social and cultural impact of immigrant groups and individuals on American society after 1880.

SS.A.5.4.4 understand social transformations that took place in the 1920's and 1930's, the principle political and economic factors that led to the Great Depression, and the legacy of the Depression in American Society.

SS.A.5.4.5 know the origins and effects of the involvement of the United States in World War II.

- SS.A.5.4.6 understand the political events that shaped the development of United States foreign policy since World War II and know the characteristics of that policy.
- SS.A.5.4.7 understand the development of federal civil rights and voting rights since the 1950's and the social and political implications of these events.
- SS.A.5.4.8 know significant political events and issues that have shaped domestic policy decisions in contemporary America.

**3. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including slavery, the passage of slaves to America, abolition, and the contributions of African-Americans to society.**

- SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.
- SS.A.5.4.2 understand the social and cultural impact of immigrant groups and individuals on American society after 1880.
- SS.A.1.4.4 understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.
- SS.A.2.4.3 understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.

**4. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions of civilizations and nation-states.**

- SS.A.3.4.3 understand the significant economic, political, and cultural interactions among the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European expansion.
- SS.A.3.4.9 analyze major historical events of the first half of the 20th century.
- SS.A.3.4.10 understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.

**5. Examine the influence of individuals and interest groups in the governmental decision-making process.**

- SS.C.1.4.4 understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.

**6. Demonstrate understanding of the importance of participation in community service and political activities.**

- SS.C.2.4.1 develop and define his or her own political beliefs and tendencies.
- SS.C.2.4.2 assess the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.
- SS.C.2.4.3 understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.
- SS.C.2.4.4 understand the distinction between citizens and non-citizens (aliens) and the process by which aliens may become citizens.
- SS.C.2.4.6 understand the argument that personal, political, and economic rights reinforce each other.

**7. Demonstrate understanding of the processes used to create and interpret history.**

- SS.A.1.4.1 understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
- SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.
- SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of a historical event or episode.

Florida Department of Education

CURRICULUM FRAMEWORK - GRADES 6-8

**Subject Area:** Social Studies  
**Course Number:** 2105000  
**Course Title:** M/J Multicultural Studies: United States  
**Course Length:** 1 year

**A. Major concepts/content.** Students acquire and organize information and insights into the expectations of immigrants, who over time left their homelands to begin new lives in the United States. Students gain knowledge about their own cultural heritage, analyze the expectations of immigrants, confront the realities they encounter and respond to these realities in a critical and thoughtful manner.

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

- the people and patterns of immigration and migration, demographics, cultural pluralism, ethnic polarization
- resettlement in the new land
- expectations, the physical, political, social and cultural realities, the built environment and the material culture which characterizes individual immigrant enclaves
- political/legal/ethical relationships, individual choices and government responsibility
- traditions and cultural values of the homeland, genealogy and family history

**B. Special note.** None.

**C. Intended outcomes.** After successfully completing this course, the student will:

- 1 Trace historical reasons for settlement of immigrant groups in the United States and Florida.
- 2 Generalize from given data social implications of government immigration policies.
- 3 Draw conclusions regarding the expectations of immigrants and the realities they encountered.
4. Examine the causes and nature of prejudice and discrimination against minority groups and cite examples



of the effects of political, social and economic prejudice and discrimination.

4 Attempt to justify government involvement in the possible alleviation of some of the economic, political and social problems facing immigrant groups today.

5 Find a variety of evidence that demonstrates the important cultural contributions made by immigrant groups and the ways these contributions have helped shape life in the United States and Florida.

1 Given the information he/she has analyzed and from his/her experiences with this course of study, generalize "What is an American?".

2 Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Social Studies  
**Course Number:** 2105020  
**Course Title:** M/J World Cultures  
**Course Length:** 1 year

- A. Major Concepts/Content.** The purpose of this course is to enable students to understand that the world is comprised of many diverse cultural groups who have made significant contributions to our past and present. Students will understand the shared characteristics among various cultural groups.

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

- characteristics of a cultural group
- development of cultural societies
- the complexity of global issues

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and the processes of the subject matter.

- B. Special Note.** None
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course, the student will:**

- 1. Demonstrate understanding of the elements of culture and how social scientists use the concept of culture to study humankind.**

SS.A.2.3.6 know the major events that shaped the development of various cultures (e.g., the spread of agrarian societies,

population movements, technological and cultural innovation, and the emergence of new population centers).

SS.A.3.3.5 understand the differences between institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems, and religious institutions).

**2. Demonstrate understanding of the importance and causes of cultural diversity, including the assumptions and values that underlie ethnocentric and stereotypic views.**

SS.A.2.3.1 understand how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).

SS.A.3.3.1 understand ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).

**3. Demonstrate understanding of the sources, forms, dynamics, and consequences of social and cultural change and the persistence of general patterns of behavior.**

SS.A.2.3.1 understand how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).

SS.A.2.3.2 know how major historical developments have had an impact on the development of civilizations.

SS.A.2.3.3 understand important technological developments and how they influenced human society.

SS.A.2.3.6 know the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).

SS.A.3.3.1 understand ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).

SS.A.3.3.2 understand the historical events that have shaped the development of cultures throughout the world.

**4. Demonstrate understanding of the influence of geography and environment on the development of cultural groups.**

SS.A.2.3.4 understand the impact of geographical factors on the historical development of civilizations.

SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.

SS.B.2.3.1 understand the patterns and processes of migration and diffusion throughout the world.

SS.B.2.3.5 understand the geographical factors that affect the cohesiveness and integration of countries.

SS.B.2.3.7 know how various human systems throughout the world have developed in response to conditions in the physical environment.

**5. Compare cultures of selected regions of the world.**

SS.A.2.3.5 know significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).

SS.A.2.3.8 know the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations.

SS.B.2.3.3 understand how cultures differ in their use of similar environments and resources.

**6. Demonstrate understanding of the complexity of global issues that give rise to conflict and the means of conflict resolution employed in selected cultures.**

SS.A.3.3.2 understand the historical events that have shaped the development of cultures throughout the world.

SS.B.2.3.5 understand the geographical factors that affect the

cohesiveness and integration of countries.

**7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

- SS.A.1.3.1 understand how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.
- SS.A.1.3.2 know the relative value of primary and secondary sources and use this information to draw conclusions from historical sources such as data in charts, tables, graphs.
- SS.A.1.3.3 know how to impose temporal structure on historical narratives.
- SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

**(Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

**Florida Department of Education**

**COURSE DESCRIPTION- GRADES 6-8**

<b>Subject Area:</b>	Social Studies
<b>Course Number:</b>	2105030
<b>Course Title:</b>	Advanced World Cultures
<b>Course Length:</b>	1 year
<b>Credit:</b>	N/A

**A. Major Concepts/Content.** The purpose of this course is to enable students to understand that the world is comprised of many diverse cultural groups who have made significant contributions to our past and present. Students will use problem solving, research and critical thinking skills as they examine the shared characteristics among various cultural groups.

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

- characteristics of a cultural group
- development of cultural societies
- the impact of geography on cultural development
- the complexity of global issues
- the evaluation of the interdependence between man and his environment

**B. Special Note.** None

**C. Course Requirements.** This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and the processes of the subject matter. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course.

**After successfully completing this course, the student will:**

- 1. Demonstrate understanding of the elements of culture and how social scientists use the concept of culture to study humankind.**
  - SS.A.2.3.6 know the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).
  - SS.A.3.3.5 understand the differences between institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems, and religious institutions).
- 2. Demonstrate understanding of the importance and causes of cultural diversity, including the assumptions and values that underlie ethnocentric and stereotypic views.**
  - SS.A.2.3.1 understand how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).

SS.A.3.3.1 understand ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).

**3. Demonstrate understanding of the sources, forms, dynamics, and consequences of social and cultural change and the persistence of general patterns of behavior.**

SS.A.2.3.1 understand how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).

SS.A.2.3.2 know how major historical developments have had an impact on the development of civilizations.

SS.A.2.3.3 understand important technological developments and how they influenced human society.

SS.A.2.3.6 know the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).

SS.A.3.3.1 understand ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).

SS.A.3.3.2 understand the historical events that have shaped the development of cultures throughout the world.

**4. Demonstrate understanding of the influence of geography and environment on the development of cultural groups.**

SS.A.2.3.4 understand the impact of geographical factors on the historical development of civilizations.

SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.

SS.B.2.3.1 understand the patterns and processes of migration and diffusion throughout the world.

SS.B.2.3.5 understand the geographical factors that affect the cohesiveness and integration of countries.

SS.B.2.3.7 know how various human systems throughout the world have developed in response to conditions in the physical environment.

**5. Compare cultures of selected regions of the world.**

SS.A.2.3.5 know significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).

SS.A.2.3.8 know the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations.

SS.B.2.3.3 understand how cultures differ in their use of similar environments and resources.

**6. Demonstrate understanding of the complexity of global issues that give rise to conflict and the means of conflict resolution employed in selected cultures.**

SS.A.3.3.2 understand the historical events that have shaped the development of cultures throughout the world.

SS.B.2.3.5 understand the geographical factors that affect the cohesiveness and integration of countries.

**7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

SS.A.1.3.1 understand how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

SS.A.1.3.2 know the relative value of primary and secondary sources and use this information to draw conclusions from historical sources such as data in charts, tables, graphs.

SS.A.1.3.3 know how to impose temporal structure on historical narratives.

SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.



**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2105300  
**Course Title:** Western Civilization  
**Credit:** 1.0

- A. Major concepts/concerns.** Students are provided with the opportunity to explore, understand and appreciate the art, music, literature and philosophy of Western Civilization. They understand its influence on the development of contemporary western culture. Students realize and appreciate how the arts influence, and are influenced by, the politics, economics and religions of the time.

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

- development of Western Civilization and culture with emphasis on art, literature, architecture, music, drama, philosophy, religion, and economic and political theory during the classical, medieval and modern periods.

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Explain how contemporary civilizations have benefited from traditional western philosophy, art, music, and economic and political theory.
2. Analyze the major trends in philosophy, literature and music during the classical, medieval and modern periods.
3. Recognize the cultural characteristics of each major historical period in Western Civilization.

4. Analyze how major historical events have shaped the development of western culture.
5. Recognize and analyze the relationships among philosophical, social, and artistic ideas and ideals during major historical periods.
6. Compare various artistic expressions and appreciate the unique qualities of each.
7. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2105310  
**Course Title:** World Religions  
**Credit:** 0.5

**A. Major concepts/content.** Through the study of world religions, students acquire an understanding of the way people in different cultures satisfy their spiritual needs. Students understand the place of religion in culture, the importance that has been attached to religion in peoples' lives and the relationship between religion and other social institutions.

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

- sources of religion
- basis for peoples' religious beliefs
- major living religious traditions and practices, such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Identify criteria upon which religious beliefs are based.
2. Analyze relationships between religious and social institutions.
3. Trace the major developments of the world's living religions.
4. List the similarities and differences among the world's living religions.

5. Synthesize information and ideas from conflicting religious beliefs.
6. Interpret the development of a society as reflected by its religious beliefs.
7. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2105340  
**Course Title:** Philosophy  
**Credit:** 0.5

**A. Major concepts/content.** Through the study of philosophy, students raise fundamental questions pertinent to all areas of human activity and inquiries, such as the meaning of life, religious and scientific thought, and the role of philosophy as being speculative and critical. Students use the study of philosophy to better understand and appreciate their culture and world.

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

- definition of philosophy
- principles of philosophical thought
- semantics, logic, and inductive and deductive reasoning
- social, political and religious philosophies
- metaphysics and esthetics
- introduction to classical and modern philosophies

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the role and nature of philosophy.
2. Describe the fundamental principles of philosophical thought, including semantics, logic, and inductive and deductive reasoning.
3. Analyze the relationship between the individual and society.
4. Understand the issues that philosophers have addressed through the ages.

5. Identify the approaches and works of classical, medieval and modern philosophers from eastern and western cultures.
6. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

## Florida Department of Education

## COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2105350  
**Course Title:** Ethics for the 21<sup>st</sup> Century  
**Credit:** 0.5

**Major concepts/content.** The purpose of this course is to help students develop the ability to make reasoned and ethical choices when confronted with the many complex, controversial moral dilemmas faced in today's society. Students will become acquainted with the foundations of ethical thought and theories as well as gain an insight into the process of moral development. Students will also identify typical fallacies in flawed moral arguments. Students will also be given the opportunity, both orally and in writing, to apply the skills they acquire to real life moral dilemmas.

**Course Requirements.** Upon successful completion of this course, the student will:

1. Define the concept of moral development and understand what is meant by the terms "right" and "wrong." (SS.A.1.4.3.)
2. Understand traditional ethical theories.  
(SS.A.3.3.5) (SS.A.3.4.4)
3. Evaluate the different sources of ethical beliefs and practices.  
(SS.A. 2.4.4) (SS.A.2.4.5) (SS.A.3.4.4)
4. Analyze the strengths and weaknesses of the principal models of moral development, namely the caring and the justice models.  
(SS.C.1.4.4) (SS.C.2.4.5)
5. Know the difference between an ethical choice and a legal decision.  
(SS.C.1.4.4) (SS.C.2.4.3)
6. Identify and discuss current ethical issues in the local and national arena.  
(SS.A.1.4.3) (SS.C.2.4.3) (SS.D.2.4.3)
7. Apply ethical critical thinking skills to exploring major ethical questions in American society such as: public service, law, the workplace, bioethics, and new technologies.  
(SS.B.2.4.4) (D.2.4.1)
8. Analyze case studies by applying learned theories and approaches.  
(SS.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.3.4.9) (SS.A.5.4.6) (SS.A.5.4.8)

**Course Number: 2105350 – Ethics for the 21<sup>st</sup> Century**

9. Apply ethical critical thinking skills to process information and as a tool to evaluate reading materials, media resources and daily experiences.  
(SS.A.1.4.3) (SS.C.1.4.4) (SS.C.2.4.6)



## Florida Department of Education

## COURSE DESCRIPTION - GRADES 9 - 12

<b>Subject Area:</b>	Social Studies
<b>Course Number:</b>	2105860
<b>Course Title:</b>	Philosophy I IB
<b>Credit:</b>	1.0

- A. Major Concepts/Content.** The learner will explore the foundations of philosophy through a historical exploration of the great thinkers. The course will focus on the definition and application of philosophy, appropriate vocabulary, and the notion that everyone should be engaged in the 'doing' of philosophy.

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

- definition and application of philosophy
- vocabulary of philosophy
- master philosophers
- development of a personal philosophy

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and process of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** None

- C. Course Requirements.**

**After successfully completing this course, the student will:**

- 1. Reflect on and question the basis of knowledge and experience.**
- 2. Develop a personal mode of thought based on critical examination of evidence and argument.**

- 3. Formulate rational arguments.**
- 4. Demonstrate understanding of subjective and ideological biases.**
- 5. Use philosophical language clearly, consistently, and appropriately.**
- 6. Identify and formulate problems philosophically.**
- 7. Relate specific texts and authors to the examination of concepts and problems.**
- 8. Construct philosophical arguments.**

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Social Studies  
**Course Number:** 2106015  
**Course Title:** M/J Civics  
**Course Length:** 1 semester

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to their local, state, and federal government.

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

- United States constitutional government
- development, structures, and functions of local, state, and national governments within constitutional and economic frameworks
- contemporary social issues - role of the individual in a democratic system
- foundations of the American political, social, and economic systems and institutions
- history and contemporary problems of Florida
- rights, responsibilities, and obligations of citizens

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.**  
This course is intended to be taught during a semester. This course may be combined with one semester of geography or other middle school or higher semester course in social studies.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course, the student will:**

**1. Demonstrate understanding of the legal, political, economic, and social systems and traditions of the United States.**

- SS.A.4.3.3 understand the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.
- SS.C.1.3.6 understand the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.
- SS.D.2.3.1 understand how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.
- SS.D.2.3.3 know the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).

**2. Demonstrate understanding of how major ideas and events have influenced the development of local, state, and federal governments.**

- SS.A.5.3.2 understand ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.
- SS.A.5.3.3 know the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as industrialization; consequences such as poor living conditions in cities and employment conditions).
- SS.C.1.3.1 know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.
- SS.C.1.3.2 understand major ideas about why government is necessary and the purposes government should serve.

**3. Identify the structures and functions of local, state, and federal governments under the frameworks of the Constitution of Florida and the Constitution of the United States.**

- SS.C.1.3.1 know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.

- SS.C.1.3.3 understand how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).
- SS.C.1.3.4 know the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).
- SS.C.1.3.5 know the major responsibilities of his or her state and local governments and understand the organization of his or her state and local governments.

**4. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in Florida.**

- SS.A.6.3.1 understand how immigration and settlement patterns have shaped the history of Florida.
- SS.A.6.3.2 know the unique geographic and demographic characteristics that define Florida as a region.
- SS.A.6.3.3 know how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
- SS.A.6.3.4 understand how the interactions of societies and cultures have influenced Florida's history.
- SS.A.6.3.5 understand how Florida has allocated and used resources and the consequences of those economic decisions.

## **GENERAL INFORMATION**

**Course Number:** 2106016

**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Political Sciences](#) »

**Course Title:** M/J Civics & Career Planning

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** M/J Civics & Career Planning

**Course Length:** Year

**Course Level:** 2

**Course Status:** Draft - Not Approved

**General Notes:** **Career and Education Planning** - The career and education planning course required by Section 1003.4156

## **RELATED BENCHMARKS (67) :**

Scheme	Descriptor	Cognitive Complexity
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.	
SS.7.C.1.2	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.	
SS.7.C.1.3	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.	
SS.7.C.1.4	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	
SS.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.	

- SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution.
- SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
- SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
- SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
- SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen.
- SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
- SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights.
- SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.
- SS.7.C.2.7 Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
- SS.7.C.2.8 Identify America's current political parties, and illustrate their ideas about government.
- SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

- SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).
- SS.7.C.2.12 Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
- SS.7.C.2.13 Examine multiple perspectives on public and current issues.
- SS.7.C.2.14 Conduct a service project to further the public good.
- SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.7.C.3.2 Compare parliamentary, federal, confederal, and unitary systems of government.
- SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
- SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.5 Explain the Constitutional amendment process.
- SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society.
- SS.7.C.3.7 Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
- SS.7.C.3.8 Analyze the structure, functions, and processes of the



legislative, executive, and judicial branches.

- SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.
- SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11 Diagram the levels, functions, and powers of courts at the state and federal levels.
- SS.7.C.3.12 Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, and Bush v. Gore.
- SS.7.C.3.13 Compare the constitutions of the United States and Florida.
- SS.7.C.3.14 Differentiate between local, state, and federal governments' obligations and services.
- SS.7.C.4.1 Differentiate concepts related to United States domestic and foreign policy.
- SS.7.C.4.2 Recognize government and citizen participation in international organizations.
- SS.7.C.4.3 Describe examples of how the United States has dealt with international conflicts.
- SS.7.E.1.1 Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
- SS.7.E.1.2 Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
- SS.7.E.1.3 Review the concepts of supply and demand, choice, scarcity,

and opportunity cost as they relate to the development of the mixed market economy in the United States.

- SS.7.E.1.4 Discuss the function of financial institutions in the development of a market economy.
- SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
- SS.7.E.1.6 Compare the national budget process to the personal budget process.
- SS.7.E.2.1 Explain how federal, state, and local taxes support the economy as a function of the United States government.
- SS.7.E.2.2 Describe the banking system in the United States and its impact on the money supply.
- SS.7.E.2.3 Identify and describe United States laws and regulations adopted to promote economic competition.
- SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
- SS.7.E.2.5 Explain how economic institutions impact the national economy.
- SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.
- SS.7.E.3.2 Assess how the changing value of currency affects trade of goods and services between nations.
- SS.7.E.3.3 Compare and contrast a single resource economy with a diversified economy.
- SS.7.E.3.4 Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

- SS.7.G.1.1 Locate the fifty states and their capital cities in addition to the nation's capital on a map.
- SS.7.G.1.2 Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3 Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.2.1 Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2 Locate major physical landmarks that are emblematic of the United States.
- SS.7.G.2.3 Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4 Describe current major cultural regions of North America.
- SS.7.G.3.1 Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.7.G.4.1 Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.7.G.4.2 Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1 Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1 Use Global Information Systems (GIS) or other technology to view maps of current information about the United States.

**CERTIFICATIONS OPTIONS (4)**

- Option5: [SOCIAL SCIENCE \(GRADES 6 - 12\)](#)
- Option6: [POLITICAL SCIENCE \(GRADES 6 - 12\)](#)
- Option7: [MIDDLE GRADES INTEGRATED CURRICULUM  
\(GRADES 5 - 9\)](#)
- Option8: [SOCIAL SCIENCE \(MIDDLE GRADES\) \(GRADES 5 - 9\)](#)

## **GENERAL INFORMATION**

**Course Number:** 2106020

**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path:** **Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Political Sciences](#) »

**Course Title:** M/J Civics

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** M/J Civics

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**General Notes:** strong>Seventh Grade: M/J Civics

## **RELATED BENCHMARKS (75) :**

Scheme	Descriptor	Cognitive Complexity
LA.7.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.7.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.7.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.7.1.7.1	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;	
LA.7.1.7.3	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;	

LA.7.6.2.4	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.	
MA.7.A.1.2	Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.	High
MA.7.S.6.1	Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.	High
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.	
SS.7.C.1.2	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.	
SS.7.C.1.3	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.	
SS.7.C.1.4	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	
SS.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.	
SS.7.C.1.6	Interpret the intentions of the Preamble of the Constitution.	
SS.7.C.1.7	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.	
SS.7.C.1.8	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.	

- SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
- SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen.
- SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
- SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights.
- SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.
- SS.7.C.2.7 Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
- SS.7.C.2.8 Identify America's current political parties, and illustrate their ideas about government.
- SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
- SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).
- SS.7.C.2.12 Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying

appropriate government agencies to address the issue, and determining a course of action.

- SS.7.C.2.13 Examine multiple perspectives on public and current issues.
- SS.7.C.2.14 Conduct a service project to further the public good.
- SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.7.C.3.2 Compare parliamentary, federal, confederal, and unitary systems of government.
- SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
- SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.5 Explain the Constitutional amendment process.
- SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society.
- SS.7.C.3.7 Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
- SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
- SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.
- SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11 Diagram the levels, functions, and powers of courts at the



state and federal levels.

- SS.7.C.3.12 Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, and Bush v. Gore.
- SS.7.C.3.13 Compare the constitutions of the United States and Florida.
- SS.7.C.3.14 Differentiate between local, state, and federal governments' obligations and services.
- SS.7.C.4.1 Differentiate concepts related to United States domestic and foreign policy.
- SS.7.C.4.2 Recognize government and citizen participation in international organizations.
- SS.7.C.4.3 Describe examples of how the United States has dealt with international conflicts.
- SS.7.E.1.1 Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
- SS.7.E.1.2 Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
- SS.7.E.1.3 Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
- SS.7.E.1.4 Discuss the function of financial institutions in the development of a market economy.
- SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

- SS.7.E.1.6 Compare the national budget process to the personal budget process.
- SS.7.E.2.1 Explain how federal, state, and local taxes support the economy as a function of the United States government.
- SS.7.E.2.2 Describe the banking system in the United States and its impact on the money supply.
- SS.7.E.2.3 Identify and describe United States laws and regulations adopted to promote economic competition.
- SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
- SS.7.E.2.5 Explain how economic institutions impact the national economy.
- SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.
- SS.7.E.3.2 Assess how the changing value of currency affects trade of goods and services between nations.
- SS.7.E.3.3 Compare and contrast a single resource economy with a diversified economy.
- SS.7.E.3.4 Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
- SS.7.G.1.1 Locate the fifty states and their capital cities in addition to the nation's capital on a map.
- SS.7.G.1.2 Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3 Interpret maps to identify geopolitical divisions and boundaries of places in North America.

- SS.7.G.2.1 Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2 Locate major physical landmarks that are emblematic of the United States.
- SS.7.G.2.3 Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4 Describe current major cultural regions of North America.
- SS.7.G.3.1 Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.7.G.4.1 Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.7.G.4.2 Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1 Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1 Use Global Information Systems (GIS) or other technology to view maps of current information about the United States.

### **CERTIFICATIONS OPTIONS (5)**

- Option6: [SOCIAL SCIENCE \(GRADES 6 - 12\)](#)
- Option7: [POLITICAL SCIENCE \(GRADES 6 - 12\)](#)
- Option8: [HISTORY \(GRADES 6 - 12\)](#)
- Option9: [SOCIAL SCIENCE \(MIDDLE GRADES\) \(GRADES 5 - 9\)](#)
- Option10: [MIDDLE GRADES INTEGRATED CURRICULUM \(GRADES 5 - 9\)](#)

### **RELATED GLOSSARY TERM DEFINITIONS (2)**

Discount	An amount that is subtracted from the regular price of an item.
Percent	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Social Studies  
**Course Number:** 2106025  
**Course Title:** M/J Civics, Advanced  
**Course Length:** 1 semester

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to their local, state, and federal government.

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

- United States constitutional government
- development, structures, and functions of local, state, and national governments within constitutional and economic frameworks
- contemporary social issues
- role of the individual in a democratic system
- foundations of the American political, social, and economic systems and institutions
- history and contemporary problems of Florida
- rights, responsibilities, and obligations of citizens

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.**

This course is intended to be taught during a semester. This course may be combined with one semester of geography or other middle school or higher semester course in social studies.

The course requirements for this advanced course are consistent with M/J Civics (*insert course number*). The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course, the student will:**

- 1. Demonstrate understanding of the legal, political, economic, and social systems and traditions of the United States.**
  - SS.A.4.3.3 understand the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.
  - SS.C.1.3.6 understand the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.
  - SS.D.2.3.1 understand how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.
  - SS.D.2.3.3 know the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).
  
- 2. Demonstrate understanding of how major ideas and events have influenced the development of local, state, and federal governments.**
  - SS.A.5.3.2 understand ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.
  - SS.A.5.3.3 know the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as industrialization; consequences such as poor living conditions in cities and employment conditions).
  - SS.C.1.3.1 know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.
  - SS.C.1.3.2 understand major ideas about why government is necessary and the purposes government should serve.
  
- 3. Identify the structures and functions of local, state, and federal governments under the frameworks of the Constitution of Florida and the Constitution of the United States.**
  - SS.C.1.3.1 know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.

- SS.C.1.3.3 understand how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).
- SS.C.1.3.4 know the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).
- SS.C.1.3.5 know the major responsibilities of his or her state and local governments and understand the organization of his or her state and local governments.

**4. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in Florida.**

- SS.A.6.3.1 understand how immigration and settlement patterns have shaped the history of Florida.
- SS.A.6.3.2 know the unique geographic and demographic characteristics that define Florida as a region.
- SS.A.6.3.3 know how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
- SS.A.6.3.4 understand how the interactions of societies and cultures have influenced Florida's history.
- SS.A.6.3.5 understand how Florida has allocated and used resources and the consequences of those economic decisions.

## **GENERAL INFORMATION**

**Course Number:** 2106026

**Section:** [Grades PreK to 12 Education Courses](#) » **Grade**  
**Course Path: Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Political Sciences](#) »

**Course Title:** M/J Civics

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** M/J Civics

**Course Length:** Year

**Course Level:** 3

**Course Status:** Draft - Not Approved

**General Notes:** **Career and Education Planning** - The career and education planning course required by Section 1003.4156

### **RELATED BENCHMARKS (67) :**

Scheme	Descriptor	Cognitive Complexity
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.	
SS.7.C.1.2	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.	
SS.7.C.1.3	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.	
SS.7.C.1.4	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	
SS.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.	



- SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution.
- SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
- SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
- SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
- SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen.
- SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
- SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights.
- SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.
- SS.7.C.2.7 Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
- SS.7.C.2.8 Identify America's current political parties, and illustrate their ideas about government.
- SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

- SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).
- SS.7.C.2.12 Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
- SS.7.C.2.13 Examine multiple perspectives on public and current issues.
- SS.7.C.2.14 Conduct a service project to further the public good.
- SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.7.C.3.2 Compare parliamentary, federal, confederal, and unitary systems of government.
- SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
- SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.5 Explain the Constitutional amendment process.
- SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society.
- SS.7.C.3.7 Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
- SS.7.C.3.8 Analyze the structure, functions, and processes of the

legislative, executive, and judicial branches.

- SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.
- SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11 Diagram the levels, functions, and powers of courts at the state and federal levels.
- SS.7.C.3.12 Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, and Bush v. Gore.
- SS.7.C.3.13 Compare the constitutions of the United States and Florida.
- SS.7.C.3.14 Differentiate between local, state, and federal governments' obligations and services.
- SS.7.C.4.1 Differentiate concepts related to United States domestic and foreign policy.
- SS.7.C.4.2 Recognize government and citizen participation in international organizations.
- SS.7.C.4.3 Describe examples of how the United States has dealt with international conflicts.
- SS.7.E.1.1 Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
- SS.7.E.1.2 Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
- SS.7.E.1.3 Review the concepts of supply and demand, choice, scarcity,

and opportunity cost as they relate to the development of the mixed market economy in the United States.

- SS.7.E.1.4 Discuss the function of financial institutions in the development of a market economy.
- SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
- SS.7.E.1.6 Compare the national budget process to the personal budget process.
- SS.7.E.2.1 Explain how federal, state, and local taxes support the economy as a function of the United States government.
- SS.7.E.2.2 Describe the banking system in the United States and its impact on the money supply.
- SS.7.E.2.3 Identify and describe United States laws and regulations adopted to promote economic competition.
- SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
- SS.7.E.2.5 Explain how economic institutions impact the national economy.
- SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.
- SS.7.E.3.2 Assess how the changing value of currency affects trade of goods and services between nations.
- SS.7.E.3.3 Compare and contrast a single resource economy with a diversified economy.
- SS.7.E.3.4 Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

- SS.7.G.1.1 Locate the fifty states and their capital cities in addition to the nation's capital on a map.
- SS.7.G.1.2 Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3 Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.2.1 Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2 Locate major physical landmarks that are emblematic of the United States.
- SS.7.G.2.3 Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4 Describe current major cultural regions of North America.
- SS.7.G.3.1 Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.7.G.4.1 Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.7.G.4.2 Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1 Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1 Use Global Information Systems (GIS) or other technology to view maps of current information about the United States.

**CERTIFICATIONS OPTIONS (4)**

Option5: [SOCIAL SCIENCE \(MIDDLE GRADES\) \(GRADES 5 - 9\)](#)

Option6: [MIDDLE GRADES INTEGRATED CURRICULUM  
\(GRADES 5 - 9\)](#)

Option7: [POLITICAL SCIENCE \(GRADES 6 - 12\)](#)

Option8: [SOCIAL SCIENCE \(GRADES 6 - 12\)](#)

Florida Department of Education

CURRICULUM FRAMEWORK - GRADES 6-8

**Subject Area:** Social Studies  
**Course Number:** 2106030  
**Course Title:** M/J Law Studies  
**Course Length:** 1 year

- A. Major concepts/content.** The American legal system is the foundation of American society. In order to function effectively, students examine those laws which have an impact on citizens' life. An introduction to fundamental civil and criminal justice procedures is provided.

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

- need for law
- civil and criminal laws
- causes and effects of crime
- consumer and family law
- comparison of adult and juvenile justice systems
- role of citizens
- career opportunities in the legal system

- B. Special note.** None.

- C. Intended outcomes.** After successfully completing this course, the student will:

- 1 Understand the need for law, and the citizen's role in the process of law making.
- 2 Explain individual rights protected by the Constitution.
- 3 Identify basic elements of the civil and criminal judicial processes.
- 4 Identify government and private agencies which provide services to individuals involved in the judicial system.
- 5 Evaluate the citizen's responsibility in law enforcement.
- 6 Identify causes and effects of juvenile crime.
- 7 Identify career opportunities and requirements in the legal system.
- 8 Recognize the role of women and diverse cultural groups in the legal system.
- 9 Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in

problem solving.



## **GENERAL INFORMATION**

**Course Number:** 2106310

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) »  
**Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Political Sciences](#) »

**Course Title:** United States Government

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** United States Government

**Number of Credits:** Half credit (.5)

**Course Length:** Semester

**Course Level:** 2

**Course Status:** State Board Approved

**Graduation Requirements:** American Government (AG)

## **RELATED BENCHMARKS (53) :**

Scheme	Descriptor	Cognitive Complexity
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.910.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.910.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.910.2.2.2	The student will use information from the text to answer questions or to state the main idea or provide relevant details;	
LA.910.2.2.3	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);	
LA.910.6.2.4	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander,	

copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

LA.910.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
MA.912.A.2.1	Create a graph to represent a real-world situation.	Moderate
MA.912.A.2.2	Interpret a graph representing a real-world situation.	Moderate
MA.912.D.3.1	Use election theory techniques to analyze election data.	Moderate
MA.912.D.3.2	Use weighted voting techniques to decide voting power within a group.	Moderate
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.

**RELATED GLOSSARY TERM DEFINITIONS (6)**

- Axes The horizontal and vertical number lines used in a coordinate plane system.

Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Plot	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Unit	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Function	A relation in which each value of $x$ is paired with a unique value of $y$ . More formally, a function from $A$ to $B$ is a relation $f$ such that every $a \in A$ is uniquely associated with an object $F(a) \in B$ .
Power	The rate at which work is done, expressed as the amount of work per unit time and commonly measured in units such as the watt and horsepower.

## **GENERAL INFORMATION**

**Course Number:** 2106320

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) »  
**Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Political Sciences](#) »

**Course Title:** United States Government Honors

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** United States Government Honors

**Number of Credits:** Half credit (.5)

**Course Length:** Semester

**Course Level:** 3

**Course Status:** State Board Approved

**Graduation Requirements:** American Government (AG)

**General Notes:** Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis

## **RELATED BENCHMARKS (53) :**

Scheme	Descriptor	Cognitive Complexity
LA.1112.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.1112.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.1112.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.1112.2.2.2	The student will use information from the text to answer questions or to state the main idea or provide relevant details;	
LA.1112.2.2.3	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);	

LA.1112.6.2.4	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.	
LA.1112.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
MA.912.A.2.1	Create a graph to represent a real-world situation.	Moderate
MA.912.A.2.2	Interpret a graph representing a real-world situation.	Moderate
MA.912.D.3.1	Use election theory techniques to analyze election data.	Moderate
MA.912.D.3.2	Use weighted voting techniques to decide voting power within a group.	Moderate
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.

**RELATED GLOSSARY TERM DEFINITIONS (6)**

Axes The horizontal and vertical number lines used in a

coordinate plane system.

Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Plot	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Unit	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Function	A relation in which each value of $x$ is paired with a unique value of $y$ . More formally, a function from $A$ to $B$ is a relation $f$ such that every $a \in A$ is uniquely associated with an object $F(a) \in B$ .
Power	The rate at which work is done, expressed as the amount of work per unit time and commonly measured in units such as the watt and horsepower.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2106330  
**Course Title:** Civics  
**Credit:** 1.0

**A. Major concepts/content.** Students learn to perform effectively as informed citizens of their community, the state of Florida and the United States by acquiring knowledge and skills necessary for active participation in a dynamic, pluralistic and democratic society.

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

- American constitutional government
- free-enterprise system
- structure and functions of local, state and national government within constitutional and economic frameworks
- selected content from law-focused topics, consumer and career education, and political and economic decision-making issues
- rights and responsibilities of citizenship
- importance of political participation
- role of women and diverse cultural groups

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Demonstrate the rights and responsibilities of citizenship.
2. Apply understanding of the American legal, political and economic systems, and traditions to contemporary problems.

3. Compare various political and economic systems.
4. Evaluate the roles and contributions of women and diverse cultural groups in this country.
5. Examine the structure and function of city, county and state government in Florida.
6. Examine the structure and function of the federal government of the United States.
6. Examine the structure and function of the federal government of the United States.
7. Solve contemporary problems related to consumer rights and responsibilities.
8. Examine career opportunities and options.
9. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2106340  
**Course Title:** Political Science  
**Credit:** 0.5

- A. Major concepts/content.** Students learn that the major influences in American society are government institutions and political processes. In order to function effectively in society students must be equipped with the tools to understand the political scene.

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

- types of government
- need for government
- function of the state
- exercise of power
- policy making and public opinion
- political control and the economy
- political ideologies
- civil liberties
- international relations
- evolution of political change

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the importance of and need for government.
2. Identify influences and limits which affect government decision making and control.
3. Observe and make generalizations about the nature of political behavior, political power and political action.
4. Identify the origins and manifestations of political ideologies.

5. Describe basic characteristics of interaction between nations and how these interactions are conducted.
6. Explain the purposes of law in a modern nation state.
7. Explain the impact and dynamic nature of political change in the world today.
8. Recognize career opportunities in political science.
9. Describe the influences of women and diverse cultural groups in our political system.
10. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.



**Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2106350  
**Course Title:** Law Studies  
**Credit:** 0.5

**A. Major concepts/concerns.** Students learn that the American legal system is the foundation of American society. In order to function effectively, students examine those laws which have an impact on citizens' lives and are provided with an introduction to fundamental civil and criminal justice procedures.

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

- need for law
- 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
- career opportunities in the legal system

**B. Special note.** Credit in this course precludes credit in Comprehensive Law Studies.

**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the nature of law in a free society, the fundamental values underlying our justice system and the place of law in preserving order in society.
2. Understand how civil and criminal laws are made at the federal, state, and local levels of government and how these laws are employed in the various federal and state courts.

3. Examine the role that lawyers, law enforcement officers, correction officers and court officials play in our judicial system.
4. Analyze the adult criminal justice system, Florida's juvenile justice system and the rights and responsibilities afforded individuals in these systems of justice.
5. Investigate causes and consequences of crime.
6. Examine civil and criminal laws and procedures as they relate to family and consumer law.
7. Analyze the role of women and diverse cultural groups in the legal system.
8. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

## Florida Department of Education

## Course Description - Grades 9-12, Adult

**Subject Area:** Social Studies  
**Course Number:** 2106355  
**Course Title:** International Law Studies  
**Credit:** 0.5

- A. Major concepts/content.** The purpose of this course is to analyze and compare 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. The intent of this course is to give students a more global perspective of democratic citizenship within the framework of civics education.

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

- basic legal/political science vocabulary
- comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives
- evaluation of the fundamental characteristics of legal and governmental systems throughout the world emphasizing specific elements of constitutionalism including: Rule of law in the government, society, and economy; A government limited and empowered to secure rights of the people; Separation and sharing of powers as a means to limited government; An independent judiciary with power of judicial or constitutional review by which to limit government according to the rule of law.
- 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
- the role and function of the United Nations in international law vis-à-vis the International Court of Justice (ICJ)
- a comparative analysis of domestic and international documents and events in examining the historical basis and evolution of individual and human rights
- the role and function of the European Court of Justice
- the role and function of the Inter-American Court of Justice

**Course Number: 2106355 - International Law Studies**

**B. Special Note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the nature of law in a civil society and the place of law in preserving order in society. **(SS.C.2.4.5) (SS.C.2.4.6)**
2. Understand the ways various legal/political systems provide for and/or restrict the rights of citizens. **(SS.C.1.4.1)**
3. Recognize the historical foundations for the major legal/political systems. **(SS.A.1.4.2)**
4. Understand the historical and geographic development of major legal/political systems, including strategies for influencing peoples' choices of one political ideology over another. **(SS.A.1.4.4)**
5. Describe how different legal/political philosophies affect international relations and conflicts. **(SS.C.2.4.3)**
6. Understand the historical development of international law through armed conflicts, humanitarian law, war crimes, etc. **(SS.A.3.4.10)**
7. Understands the purposes, structures and functions of intergovernmental and non-governmental organizations in the protection of human rights on global and regional levels. **(SS.A.5.4.7) (SS.C.1.4.4)**
8. Gain mastery of reading in the content area. **(LA.A.1.4.1-4) (LA.A.2.4.1-6)**
9. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving. **(SS.C.2.4.1) (SS.C.2.4.2)**

**Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2106360  
**Course Title:** Comparative Political Systems  
**Credit:** 0.5

- A. Major concepts/content.** The purpose of this course is to acquire an understanding of the major political systems of the world and compare and contrast their operation with the American democratic system.

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

- basic political science vocabulary
- comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives
- the role and function of the government and the citizen in each system

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the ways various political systems provide for and/or restrict the rights of citizens.
2. Recognize the historical and documentary foundations for the major political systems.
3. Understand the historical and geographic development of major political systems, including strategies for influencing peoples' choices of one political ideology over another.
4. Classify political systems based on how they exercise power and how they promote human rights.

5. Explain the relationship between economic and political systems.
6. Identify the elements of the major political systems in various contemporary political entities.
7. Describe how different political philosophies affect international relations and conflicts.
8. Use appropriate vocabulary, geographical, reference/study, critical-thinking, and decision-making skills.

**Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2106370  
**Course Title:** Comprehensive Law Studies  
**Credit:** 1.0

**A. Major concepts/concerns.** Students learn that the American legal system is the foundation of American society. They examine the components and processes associated with the American legal system and are provided with a comprehensive examination of the civil and criminal justice systems.

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

- 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
- importance of the adversarial relationship in American jurisprudence

**B. Special note.** Credit in this course precludes credit in Law Studies or Legal Systems and Concepts.

**C. Course Requirements.** After successfully completing this course, the student will:

1. Formulate a rationale for the regulation of human behavior in society.

2. Distinguish between civil and criminal law, including the legislative process and the judicial process.
3. Analyze the stages of both a civil and criminal proceeding.
4. Evaluate the economic and social impact of civil and criminal justice.
5. Evaluate the alternatives available to the courts in sentencing offenders.
6. Investigate causes and consequences of crime.
7. Recognize the citizen's role in law making and law enforcement.
8. Describe and evaluate career opportunities available in the legal system.
9. Analyze the role of women and diverse cultural groups within the legal system.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.



**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2106380  
**Course Title:** Legal Systems and Concepts  
**Credit:** 0.5

- A. Major concepts/content.** Students learn that the American legal system is the foundation of American society. They examine the American legal system and the nature of specific rights granted under the United States Constitution.

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

- need for law
- basis for the American legal system
- constitutional rights and responsibilities
- precedent-setting cases involving individual rights
- roles involving individual rights in the criminal justice system

- B. Special note.** Credit in this course precludes credit in Comprehensive Law Studies.

- C. Course Requirements.** After successfully completing this course, the student will:

1. Identify historical antecedents for our laws and the basis for the creation of laws.
2. Investigate the background, principles and applications of the United States Constitution.
3. Explain the rights protected by the Constitution and identify precedent-setting cases related to these rights.

4. Recognize the process for enacting criminal laws at the state and local levels.
5. Analyze the stages of the criminal justice system.
6. Identify government and private agencies which provide services to individuals accused of crimes.
7. Evaluate the citizen's role in law making and law enforcement.
8. Explore careers in the justice system.
9. Analyze the role of women and diverse cultural groups within the justice system.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2106390  
**Course Title:** Court Procedures  
**Credit:** 0.5

- A. Major concepts/content.** Students develop their ability to function effectively in society by understanding the judicial systems of the United States and Florida.

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

- 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
- career choices in the judicial system

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Evaluate the effectiveness of courtroom procedures.
2. Compare types of cases and procedures in county, circuit and federal courts.
3. Compare juvenile and adult legal procedures.
4. Identify rights of defendants and victims in the judicial process.
5. Recognize the impact of diverse cultural groups on the judicial system.

6. Develop and defend recommendations for improvements in the judicial system.
7. Describe the duties and functions of the roles within the judicial system.
8. Explore career opportunities in the judicial system.
9. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2106400  
**Course Title:** Court Procedures Intern  
**Credit:** 0.5

**A. Major concepts/content.** Students develop an understanding of the legal system and court procedures and are provided an opportunity to participate in the judicial process.

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

- 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
- career choices in the judicial system

**B. Special note.** It is recommended that Court Procedures be a prerequisite for this course.

**C. Course Requirements.** After successfully completing this course, the student will:

1. Recognize the dynamics of change that are basic to the judicial process.
2. Develop and defend recommendations for improvements in the judicial system.
3. Develop an in-depth case study of a role or function within the judicial system.
4. Recognize alternatives to formal courtroom hearings.
5. Explore career opportunities in the judicial system.

6. Examine the experiences of women and diverse cultural groups in the court system.
7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

## **GENERAL INFORMATION**

**Course Number:** 2106420

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Political Sciences](#) »

**Course Title:** Advanced Placement United States Government and Politics

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** Advanced Placement United States Government and Politics

**Number of Credits:** Half credit (.5)

**Course Length:** Semester

**Course Level:** 3

**Course Status:** State Board Approved

**Graduation Requirements:** American Government (AG)

**General Notes:** The course descriptions for Advanced Placement courses are located on the College Board site at <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2106440  
**Course Title:** International Relations  
**Credit:** 1.0

- A. **Major concepts/content.** Students learn to function effectively in a global community, understanding the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals.

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

- origins of the nation-state system
- 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
- role of international organizations in promoting world peace
- role of women and diverse cultural groups within and among nations
- career opportunities available in international relations

- B. **Special note.** None

- C. **Course Requirements.** After successfully completing this course, the student will:

1. Trace the development of the modern state system.
2. Describe and analyze how nations develop and conduct foreign policy.



3. Analyze how location, time and culture affect relations between and among states.
4. Analyze the dynamics of nationalism, ideology and nuclear armaments and how they affect international relations.
5. Analyze the dynamics of technology, manufacturing, trade and development and how they affect relations between industrial and less-developed nations.
6. Analyze the role of international organizations in promoting world peace.
7. Conduct research on the ways in which regions and nation-states interrelate with other nations and regions and with nations of the same region.
8. Analyze the extent to which international issues promote world peace by examining recent historical developments and current events.
9. Develop blueprints for improving relations among nations and for world peace.
10. Examine career opportunities and requirements in international relations.
11. Recognize the influence of diverse cultural groups in international relations.
12. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

## Florida Department of Education

## COURSE DESCRIPTIONS - GRADES 9-12, ADULT

**Subject Area:** Social Studies

**Course Number:** 2106445

**Course Title:** International Relations II Honors

**Credit:** 1.0

- A. **Major concepts/content.** This course analyzes some of the main approaches to the study of international relations. It briefly reviews the history of world politics from Ancient Greece to the modern era, with particular emphasis on key concepts, such as balance of power, collective agreements, and sovereignty. It then applies these concepts to major issues of international security, economics, and diplomacy. Critical emphasis is devoted to current debates in international politics over such issues as economic globalization, recent ethnic conflicts, the role of the United Nations in world affairs, and examples of transnational activism.

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

- an analysis of contemporary international trade agreements and an evaluation of how these have affected the United States
- the role of the United Nations, aligned national groups, and Non-Governmental Organizations in global affairs
- a comparison of current political ideologies and power politics in the post nuclear age
- factors that influence relations among nations, such as world population growth, food and other resources, preservation of the environment, human rights abuses, state sponsored terrorism, cultural differences, world trade matters, and access to technology
- an analysis of contemporary issues and problems from a global perspective.

- an evaluation of the policy goals and problems confronting the world's democratic governments and an analysis of alternative solutions to these
- research into ways that governments and transnational groups conduct foreign policy
- the role of ethnicity, religion and culture in contemporary world issues
- an investigation of career opportunities available in international relations

**B. Special note.** This is a Level 3 elective course.

**C. Course Requirements.** After successfully completing this course, the student will:

1. Trace the development of economic, environmental and political agreements between nations.

*SS.A.1.4.1 understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.*

*SS.A.1.4.2. identifies and understands themes in history that cross scientific, economic, and cultural boundaries.*

*SS.A.1.4.3. evaluates conflicting sources and materials in the interpretation of a historical event or episode.*

*SS.A.1.4.4. uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.*

*SS.D.2.4.6. understands factors that have led to increased international interdependence and basic concepts associated with trade between nations.*

*SS.B.1.4.5. knows how humans overcome "limits to growth" imposed by physical systems.*

2. Describe and analyze various ways that culture impacts foreign policy among nation-states and transnational or ethnic groups.

*SS.B.1.4.4. understands how cultural and technological characteristics can link or divide regions.*

3. Analyze and describe the development and current role that international law, international organizations, and international agreements have provided in maintaining a viable structure for addressing contemporary world issues.

*SS.B.1.4.6. understands the relationships between resources and the exploration, colonization, and settlement of different regions of the world.*

*SS.D.2.4.6. understands factors that have led to increased international interdependence and basic concepts associated with trade between nations.*

4. Analyze and describe how the dynamics of nationalism, ethnicity and changing demographics influence how contemporary nation-states conduct foreign policy.

*SS.B.1.4.2. understands past and present trends in human migration and cultural interaction and their impact on physical and human systems.*

*SS.B.1.4.3. understands how the allocation of control of the Earth's surface affects interactions between people in different regions.*

*SS.B.1.4.4. understands the global impact of human changes in the physical environment.*

5. Assess the adequacy of current structures for halting the spread of weapons of mass destruction and in halting acts of genocide within the borders of current nation-states.

*SS.A.5.4.6. understands the political events that shaped the development of United States foreign policy since World War II and knows the characteristics of that policy.*

*SS.B.1.4.6. understands the relationships between resources and the exploration, colonization, and settlement of different regions of the world.*

6. Analyze and assess the current array of international agreements designed to protect sensitive regional ecosystems.

*SS.B.1.4.4. understands how cultural and technological characteristics can link or divide regions.*

*SS.B.1.4.7. understands the concept of sustainable development.*

7. Analyze the causes, describe the various points of friction and evaluate the significant effects of American-Soviet and American-Sino relations during the Cold War.

*SS.A.3.4.9. analyzes major historical events of the first half of the 20th century.*

*SS.A.3.4.10. understands the political, military, and economic events since the 1950s that have had a significant impact on international relations.*

*SS.A.5.4.5. knows the origins and effects of the involvement of the United States in World War II.*

*SS.A.5.4.6. understands the political events that shaped the development of United States foreign policy since World War II and knows the characteristics of that policy.*

8. Describe the issues and evaluate the extent to which western democracies have been able to successfully mitigate the dangers of global terrorism.

*SS.A.3.4.4. knows the significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism, their spheres of influence in the age of expansion, and their reforms in the 19<sup>th</sup> century.*

9. Describe and assess the success of international efforts to enhance individual freedom and to provide an improved living standard to citizens of the Third World.

*SS.A.3.4.10. understands the political, military, and economic events since the 1950s that have had a significant impact on international relations.*

*SS.B.1.4.4. understands how cultural and technological characteristics can link or divide regions.*

*SS.D.2.4.6. understands factors that have led to increased international interdependence and basic concepts associated with trade between nations.*

10. Examine career opportunities and requirements in international relations.

11. Assess the appropriateness of various courses of action for the United States with regard to current world issues such as peaceful co-existence with our political and military rivals, our deepening debtor-state status, our relations with third world leaders, and whether to maintain our various military obligations to other nations.

*SS.A.3.4.9. analyzes major historical events of the first half of the 20th century.*

*SS.A.3.4.10. understands the political, military, and economic events since the 1950s that have had a significant impact on international relations.*

*SS.B.1.4.4. understands how cultural and technological characteristics can link or divide regions.*

*SS.D.2.4.1. understands how wages and prices are determined in market, command, tradition-based, and mixed economic systems and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.*

12. Assess various approaches to American foreign policy and hypothesize which would both improve American relations with other nations and offer increased security to the United States.

*SS.A.5.4.6. understands the political events that shaped the development of United States foreign policy since World War II and knows the characteristics of that policy.*

*SS.B.1.4.4. understands how cultural and technological characteristics can link or divide regions.*

13. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

## Florida Department of Education

## COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2106450  
**Course Title:** The American Political System: Process and Power  
**Credit:** 0.5

**Will meet graduation requirement for American Government**

- A. Major Concepts/Content.** The purpose of this course is to enable students to understand the political system in America and the dynamics of political issues. Students will examine their own political beliefs and practice decision-making skills.

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

- 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
- career opportunities available in our government system
- role of women and diverse cultural groups in the development of our political system

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

**Course Number: 2106450 - The American Political System:  
Process and Power**

Page 2 of 4

- B. Special Note.** Students earning credit in this course may not earn credit in American Government (2106310) or American Government Honors (2106320).
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course the student will:**

- 1. Recognize that political behavior is a natural function of society.**
  - SS.C.1.4.1 understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).
  - SS.C.2.4.1 develop and define his or her own political beliefs and tendencies.
  
- 2. Analyze the relationship between power and authority and compare the legitimate uses of power with abuses of power.**
  - SS.C.2.4.3 understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.
  
- 3. Demonstrate understanding of the central principles of government that have influenced the development of political systems throughout the world.**
  - SS.A.2.4.4 understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.
  - SS.A.2.4.5 understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.
  
- 4. Compare the relative advantages and disadvantages of modern political systems and evaluate their effectiveness.**
  - SS.A.3.4.7 understand significant political developments in Europe in the 19th century.



- SS.A.3.4.9 analyze major historical events of the first half of the 20th century.
- SS.A.3.4.10 understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.
- SS.A.5.4.7 understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.

**5. Analyze the political principles found in the Declaration of Independence, the United States Constitution, the Federalist Papers, the Florida Constitution, and other documents.**

- SS.C.1.4.3 understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).

**6. Compare the structure and functions of government at all levels: national, state (Florida), municipal, and county.**

- SS.C.1.4.1 understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).
- SS.C.1.4.2 understand the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).
- SS.C.1.4.3 understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).

**7. Assess the role of special interest groups, political parties, the media, public opinion, majority/minority conflicts, and elitism/pluralism on the development of public policy and the political process.**

- SS.C.1.4.4 understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.
- SS.C.2.4.6 understand the argument that personal, political, and economic rights reinforce each other.

SS.C.2.4.7 know the points at which citizens can monitor or influence the process of public policy formation.

**8. Develop and define personal political beliefs and tendencies.**

SS.C.2.4.1 develop and define his or her own political beliefs and tendencies.

**9. Assess the role personal political behavior plays in determining the flow of power through the political system and resolving conflicts in a pluralistic society.**

SS.C.2.4.2 assess the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.

SS.C.2.4.5 understand how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.

**10. Analyze issues of personal concern: rights and responsibilities of the individual under the Constitution, the importance of our civil liberties, the role of conflict resolution and compromise, and questions involving ethical behavior in politics.**

SS.C.2.4.3 understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.

SS.C.2.4.4 understand the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens.

SS.C.2.4.6 understand the argument that personal, political, and economic rights reinforce each other.

SS.C.2.4.7 know the points at which citizens can monitor or influence the process of public policy formation.

**11. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

(**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

## Florida Department of Education

## COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2106460  
**Course Title:** The American Political System Honors: Process and Power  
**Credit:** 0.5

**Will meet graduation requirement for American Government**

- A. Major Concepts/Content.** The purpose of this course is to enable students to understand the political system in America and the dynamics of political issues. Students will examine their own political beliefs and practice decision-making skills.

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

- 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
- career opportunities available in our government system
- role of women and diverse cultural groups in the development of our political system

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

**Course Number: 2106460 - The American Political System Honors:  
Process and Power**

Page 2 of 5

- B. Special Note.** 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).

The course requirements for this honors course are consistent with The American Political System, Course Number 2106450. The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course the student will:**

- 1. Recognize that political behavior is a natural function of society.**
  - SS.C.1.4.1 understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).
  - SS.C.2.4.1 develop and define his or her own political beliefs and tendencies.
  
- 2. Analyze the relationship between power and authority and compare the legitimate uses of power with abuses of power.**
  - SS.C.2.4.3 understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.
  
- 3. Demonstrate understanding of the central principles of government that have influenced the development of political systems throughout the world.**
  - SS.A.2.4.4 understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.

- SS.A.2.4.5 understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.
- 4. Compare the relative advantages and disadvantages of modern political systems and evaluate their effectiveness.**
- SS.A.3.4.7 understand significant political developments in Europe in the 19th century.
- SS.A.3.4.9 analyze major historical events of the first half of the 20th century.
- SS.A.3.4.10 understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.
- SS.A.5.4.7 understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.
- 5. Analyze the political principles found in the Declaration of Independence, the United States Constitution, the Federalist Papers, the Florida Constitution, and other documents.**
- SS.C.1.4.3 understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).
- 6. Compare the structure and functions of government at all levels: national, state (Florida), municipal, and county.**
- SS.C.1.4.1 understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).
- SS.C.1.4.2 understand the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).
- SS.C.1.4.3 understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).

7. **Assess the role of special interest groups, political parties, the media, public opinion, majority/minority conflicts, and elitism/pluralism on the development of public policy and the political process.**
  - SS.C.1.4.4 understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.
  - SS.C.2.4.6 understand the argument that personal, political, and economic rights reinforce each other.
  - SS.C.2.4.7 know the points at which citizens can monitor or influence the process of public policy formation.
  
8. **Develop and define personal political beliefs and tendencies.**
  - SS.C.2.4.1 develop and define his or her own political beliefs and tendencies.
  
9. **Assess the role personal political behavior plays in determining the flow of power through the political system and resolving conflicts in a pluralistic society.**
  - SS.C.2.4.2 assess the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.
  - SS.C.2.4.5 understand how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.
  
10. **Analyze issues of personal concern: rights and responsibilities of the individual under the Constitution, the importance of our civil liberties, the role of conflict resolution and compromise, and questions involving ethical behavior in politics.**
  - SS.C.2.4.3 understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.
  - SS.C.2.4.4 understand the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens.
  - SS.C.2.4.6 understand the argument that personal, political, and economic rights reinforce each other.
  - SS.C.2.4.7 know the points at which citizens can monitor or influence the process of public policy formation.

- 11. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

**(Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

**Florida Department of Education****COURSE DESCRIPTIONS – GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2106470  
**Course Title:** Constitutional Law II  
**Credit:** 1.0

**A. Major concepts/content.** Students will have the opportunity to research and apply the major legal precedents and evolving judicial interpretations associated with the United States Constitution. Students will analyze the impact that previous judicial decisions have made to contemporary life in the United States and will be expected to evaluate constitutional positions associated with major issues. 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. Students will also evaluate opinions issued by the Florida and US Supreme Courts as well as lower courts. 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.

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

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 the unwritten constitutional safeguards of Great Britain which served as a framework for the U.S. Constitution
- the arguments in support of our republican form of government, as they are embodied in the most important of 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
- review and application of major Supreme Court decisions and the impact of both majority and minority opinions
- 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;
- appellate processes and procedures to address constitutional questions.



**B. Special note.** Students earning credit in this course may not earn credit in Constitutional Law (2106410).

The course requirements for this honors course are consistent with Constitutional Law, course number 2106410. Additional requirements have been developed to provide for in-depth or enriched study of the course. The district may also develop more stringent requirements.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

1. Understand the philosophical and historical foundations of the Constitution as: state of nature, natural rights philosophy, republicanism, popular sovereignty, and the evolution of modern concepts of individual rights. **(SS.C.1.4.2)**
2. Compare and contrast the relationship between the British legal system and the unwritten constitutional safeguards to the American version of constitutionalism. **(SS.A.4.4.5)**
3. Evaluate ways in which the Florida Constitution affects the lives of Florida residents and evaluate the extent to which its constitutional amendments will impact our citizens in the future. **(SS.C.1.4.3)**
4. Analyze important documents preceding the Constitution such as the Magna Carta, The Declaration of Independence, The Articles of Confederation, The Federalist Papers, and the Anti-Federalist Papers. More specifically, The Federalist Papers 10, 39, 47, and 78 – 83 shall be included in the course of study. **(SS.A.4.4.3) (SS.A.4.4.4)**
5. Articulate the necessity for separation of powers, checks-and-balances, the rule of law, an independent judiciary, and judicial review. **(SS.C.1.4.3)**
6. Analyze the historical evolution of the Bill of Rights, minority rights, the expansion of constitutional protections under the Fourteenth Amendment, and the road to universal suffrage. **(SS.A.5.4.7)**
7. Examine the legal systems and constitutional safeguards for preserving civil liberties in other nations and compare these with the procedural safeguards established in the U.S. legal system (e.g. comparative studies of the various Bills of Rights). **(SS.C.2.4.3)**
8. Hypothesize the constitutionality of specifically proposed laws to evaluate the legitimacy of public policy. **(SS.A.5.4.8)**

9. Analyze from multiple perspectives significant Supreme Court decisions and describe the Constitutional issues upon which the majority, concurrent and minority decisions are based. Specific cases for analysis shall include *Marbury v. Madison*, *Gitlow v. New York*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, *Furman v. Georgia*, *the Slaughterhouse Cases*, *Mapp v. Ohio*, *Wisconsin v. Yoder*, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Griswold v. Connecticut*, *Baltimore v. Barron*, and *Powell v. Alabama*. (SS.A.1.4.3)
10. Understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution, the importance of civil liberties, and the role of conflict resolution and compromise. (SS.C.2.4.3)
11. Analyze contemporary constitutional issues through the development of a written appellate brief addressing a question of constitutional significance. . (SS.C.2.4.5)
12. **Present oral arguments before a simulated appellate body to advocate a position using legal and constitutional knowledge.** (SS.C.2.4.5)

**Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2106800  
**Course Title:** American Government - Preinternational  
Baccalaureate  
**Credit:** 0.5

**Will meet graduation requirement for American Government**

**A. Major concepts/content.** The purpose of this course is to provide students with an understanding of the development and manifestations of modern political and economic ideologies. This course will emphasize the revolutionary nature and development of democracy, socialism, communism, and fascism as modern political ideologies. Special attention will be given to American government and political behavior.

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

- the foundations of American government
- major provisions of the Constitution
- power and duties of the legislative, executive, and judicial branches
- political parties
- the election process
- political participation and influence of individuals and groups
- the theoretical basis and revolutionary nature of various political systems, including socialism, communism, and fascism compared and contrasted with the operation of the American system of democratic government

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Evaluate the structure and function of government at all levels in American political life.

2. Analyze the basic principles of political organization embodied in the Constitution and compare them with political documents and ideals from other nations.
3. Evaluate the process by which power is passed on within all levels of the three branches of government using control features, such as checks and balances and separation of powers.
4. Evaluate the changing relationship between majority rule and individual rights as it is reflected in our legal and governmental system and as it has evolved through differing Constitutional interpretations.
5. Evaluate the ability of the American political process to deal with domestic and foreign problems confronting the nation.
6. Analyze the relationship between American political traditions and the American way of life (social, economic, and religious ideals).
7. Evaluate the importance of participation in community service and civic improvement and involvement in political activities.
8. Understand the ways in which various political systems provide for and/or restrict the rights of citizens.
9. Understand the historical development of major modern political systems, including their documentary foundations.
10. Evaluate the effectiveness of influences on governmental decision making through the support and dissent of individuals and interest groups using as examples current political, economic, or social issues.
11. Analyze the history, doctrines, objectives, and techniques of communism as a political and economic system at odds with the American political and economic systems.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2107350  
**Course Title:** Advanced Placement Psychology  
**Credit:** 1.0

- A. Major concepts/content.** Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavioral interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

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

- research methodology
- biological bases of behavior
- sensation and perception
- states of consciousness
- learning
- cognition
- motivation and emotion
- developmental psychology
- personality
- theory psychological testing
- abnormal psychology
- treatment of psychological disorders
- social psychology

- B. Special note.** See Advanced Placement syllabus for specific content requirements.

- C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the history of psychology as a science, the different theoretical approaches that underlie

explanations of behavior and the contemporary research methods used by psychologists.

2. Recognize the relationship between biology and behavior.
3. Describe the concepts and processes related to sensation and perception.
4. Differentiate among the different states of consciousness.
5. Understand differences between learned and unlearned behavior and the similarities and differences of the basic learning processes.
6. Understand that cognitive psychology is concerned with processes involved in the transformation, reduction, elaboration, storage, recovery and use of sensory input.
7. Recognize the forces that influence the strength and direction of behavior.
8. Recognize from a life-span perspective the physical, cognitive, social and moral dimensions of development.
9. Understand the major theories and approaches to personality.
10. Compare and contrast the theories, methods and issues related to the assessment of human differences.
11. Analyze the definition, categories and diagnosis of abnormal personalities.
12. Differentiate among the approaches used by therapists of different orientations to treat mental disorders.

13. Analyze the impact of social factors on behavior.
14. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

12. Use appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.



**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2107300  
**Course Title:** Psychology I  
**Credit:** 0.5

- A. Major concepts/content.** Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

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

- major theories and orientations of psychology
- psychological methodology
- memory and cognition
- human growth and development
- personality
- abnormal behavior
- psychological therapies
- stress/coping strategies
- mental health

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Recognize that the study of psychology provides an organized scientific way of understanding human behavior, growth and development.
2. Understand and appreciate the various theories or orientations which psychologists have developed to explain human behavior.

3. Understand the basic methods and techniques used by psychologists to investigate human behavior.
4. Explain the various methods by which human beings acquire specific behaviors and build those specific behaviors into appropriate patterns of behaviors.
5. Understand how information is collected, organized, processed and recalled by the brain and used to build a database of knowledge in human beings.
6. Describe the stages of psychological development and recognize the relationship between physical and chronological development and psychological development.
7. Recognize various forms of abnormal behavior, possible causes of those abnormal behaviors and modern therapies to correct abnormal behaviors.
8. Recognize the relationship between stress and psychological well being.
9. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2107310  
**Course Title:** Psychology II  
**Credit:** 0.5

- A. Major concepts/content.** Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

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

- statistical research
- psychobiology
- motivation and emotion
- sensation and perception
- states of consciousness
- psychological testing
- social psychology

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Recognize the types and applications of descriptive and inferential statistics.
2. Understand the complex relationship between the physical body and human behavior.
3. Extract major principles of motivation and emotional theory to better understand one's own behavior and the behavior of others.

4. Describe the various methods by which human beings receive and process sensations and organize sensory data into meaningful wholes through which they perceive their world.
5. Recognize various states of consciousness and how they impact human behavior.
6. Understand the need for psychological testing and recognize its appropriate uses and limitations in daily life.
7. Understand theories of human interaction and the impact of attitudes, opinions and beliefs on human interaction.
8. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

## **GENERAL INFORMATION**

**Course  
Number:** 2107360

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [Psychology](#) »

**Course Title:** AICE Psychology

**Course  
Section:** Grades PreK to 12 Education Courses

**Abbreviated  
Title:** AICE Psychology

**Number of  
Credits:** One credit (1)

**Course  
Length:** Year

**Course  
Level:** 3

**Course  
Status:** State Board Approved

**AICE?**

**Advanced  
International** Yes

**Certification  
of Education**

**General** The course description for this AICE course is provided at this link:

**Notes:** [http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=760](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=760)

## COURSE DESCRIPTION – GRADES 9 -12

**Subject Area:** Psychology  
**Course Number:** 2107370  
**Course Title:** AICE Psychology II  
**Credit:** 1.0

**Will meet graduation requirements for Social Studies**

**A. Major Concepts/Content.** The purpose of this course is to provide an introduction to psychological concepts, theories, research findings, and applications; to create an understanding of the range and limitations of psychological theory and practice; to encourage students to explore and understand the relationship between psychological findings and everyday life; to develop skills of analysis, interpretation, application and evaluation; to promote an appreciation and understanding of individual, social and cultural diversity; to develop an understanding of ethical issues in psychology including the moral and ethical implications of psychological research; to explore and understand the relationship between psychological findings and social, cultural and contemporary issues; to study psychological principles, perspectives and applications; and to encourage the development of the skill of communication.

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

- application of psychology to everyday life
- ecological validity
- ethics
- ethnocentric bias
- individual and situational explanations
- nature and nurture
- psychometrics
- qualitative and quantitative measures
- reductionism
- reinforcement
- reliability and validity
- social control
- usefulness of psychological research
- approaches in psychology: cognitive, developmental, individual differences, physiological, and social

**B. Special Note.** The Advanced International Certificate of Education (AICE) is an international pre-university curriculum and examination system administered by University of Cambridge International Examinations (CIE). The AICE courses include embedded assessments and an internationally scored end-of-course assessment. It is assumed that the content and skills of AICE Psychology I have been mastered before starting this course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate:

**After successfully completing this course, the student will:**

- 1. Demonstrate knowledge and understanding of psychological theories, terminology, concepts, studies and methods in the areas of cognitive, social, physiological and developmental psychology, and the psychology of individual differences.**
- 2. Express knowledge and understanding in a clear and effective manner.**
- 3. Analyze and evaluate psychological theories, terminology, concepts, studies and methods in the areas of cognitive, social, physiological and developmental psychology, and the psychology of individual differences.**
- 4. Be able to apply psychological theories, concepts and studies to practical situations, everyday life and to the experience of the student.**

#### **Overview of core content**

Defining the core content of psychology is a topic that can stimulate endless debate. The growth of the subject over the last hundred years has continually widened the areas of interest and the body of knowledge. This means that students must either specialize before they have an overview of the subject, or else deal with all the areas in a superficial way. This syllabus deals with that problem by requiring the student to cover all the major areas of psychology, and to do this by sampling the research rather than over-viewing it all. Therefore, the syllabus prescribes the studies that must be covered during the course. This design allows the subject to be studied in depth while retaining breadth and balance.

This course allows students to explore how the core content of psychology is applied to specific problems.

The specialist choice options build on the work in the first part of the course and explore how all five core areas of psychology have been applied in a range of contexts. Over the past few years, a number of areas have developed in psychology that have sought to integrate the knowledge derived from a variety of psychological sources and apply it to specific problems. The syllabus takes this approach and encourages the student to look at how psychological theory has been applied. This involves the student in integrating the various areas of the subject, and seeing the connections and contrasts between them.

Students are required to study how psychology is applied in two of the following areas:

- Psychology and education
- Psychology and health
- Psychology and organizations
- Psychology and environment
- Psychology and abnormality

In contrast to AICE Psychology I, which prescribes precisely which studies must be looked at, AICE Psychology II only prescribes the issues. It is expected that students will study specific examples of work in their chosen areas, though this need not be an overall coverage of the contemporary literature. It is also expected that, wherever possible, students will apply the core studies to the chosen specialist area. Students are encouraged to study sufficient psychological research to be able to illustrate the issues in the syllabus and evaluate them.

### **1. Psychology and education**

a) Assessing educational performance:

- types and limitations of psychometric tests
- types of performance assessments at different ages
- implications of assessment and categorization

b) Individual differences in educational performance (cultural diversity and gender issues):

- differences in educational performance
- explanations for differential educational performance
- strategies for improving educational performance

c) Special educational needs:

- definitions, types and assessment of special educational needs (including gifted children)
- causes and effects of one specific learning difficulty or disability
- strategies for educating children with special needs

d) Perspectives on learning:

- behaviorist applications to learning
- humanistic applications to learning
- cognitive applications to learning

e) Learning and teaching styles:

- definitions, theories and measurement of learning styles
- individual differences in learning styles
- improving learning effectiveness (study skills)



f) Motivation and educational performance:

- definitions, types and theories of motivation
- improving motivation
- motivation issues: attribution theory and learned helplessness

g) Disruptive behavior in school:

- types, explanations and effects of disruptive behaviors
- causes and effects of one disruptive behavior
- corrective and preventive strategies

h) Design and layout of educational environments:

- physical features of learning environments
- effects of physical features on performance and feelings
- creating better environmental conditions for learning

## **2. Psychology and health**

a) The patient-practitioner relationship:

- practitioner and patient interpersonal skills
- patient and practitioner diagnosis and style
- using and mis-using health services

b) Adherence to medical advice:

- examples of and reasons why patients don't adhere
- measuring adherence/non-adherence
- improving adherence

c) Pain:

- types and theories of pain
- measuring pain
- managing and controlling pain

d) Stress:

- causes/sources of stress
- measures of stress
- management of stress

e) Substance use and abuse:

- defining substance use and abuse
- theories of substance abuse (only one substance)
- preventing and quitting substance abuse (only one substance)

f) Health promotion:

- methods for promoting health
- health promotion in schools, worksites and communities
- promoting health of a specific problem

g) Lifestyles and health behavior:

- measuring lifestyles and health behavior

- health belief models
- developmental, cultural and gender differences in health behaviors
- h) Health and safety:
  - definitions, causes and factors affecting accidents
  - personality and accident proneness
  - reducing accidents and promoting safety behaviors

### **Psychology and organizations**

- a) Selection of people for work:
  - personnel screening and psychometric testing
  - types and pitfalls of selection interviews
  - personnel selection decisions
- b) Human resource practices:
  - job analysis and job analysis techniques
  - performance appraisal: techniques, administration and problems
  - reward systems
- c) Group behavior in organizations:
  - group decision-making strategies and pitfalls
  - team roles and team building
  - sources and management of group conflict
- d) Interpersonal communication systems:
  - the communication process; communication channels
  - communication networks
  - communication flow
- e) Leadership and management:
  - theories of leadership
  - leadership/management styles
  - leader-worker interaction and satisfaction
- f) Motivation to work:
  - theories of motivation
  - improving motivation
  - motivation and performance
- g) Human factors in work design:
  - operator-machine systems
  - errors and accidents in operator-machine systems
  - workspace design
- h) Organizational work conditions:
  - physical and psychological conditions of work environments
  - temporal conditions of work environments
  - reducing negative effects of work environments for individuals

**Psychology and environment**

- a) Environmental stress; noise:
  - definitions and sources
  - negative effects on performance, social behavior and health
  - positive uses of sound (music)
- b) Climate and weather:
  - definitions; types; climatological determinism
  - effects on performance and social behavior (one aspect of climate/weather only)
  - effects on health such as seasonal affective disorder
- c) Density and crowding:
  - definitions, measurements and animal studies
  - effects on human health, social behavior and performance
  - preventing and coping with effects of crowding
- d) Crowd behavior:
  - definitions and types of crowds
  - crowd behavior; crowds in emergency situations
  - controlling crowds and preventing problems
- e) Natural disaster and technological catastrophe:
  - definitions, characteristics and causes
  - examples of, behaviors during, and effects on individuals
  - psychological intervention before and after events
- f) Personal space and territory:
  - definitions, types and measures
  - effects and consequences of invasion
  - defending territory and space
- g) Architecture and behavior: housing design and urban renewal
  - theories and effects of urban living on health and social behavior
  - urban renewal and housing design
  - community environmental design
- h) Environmental cognition:
  - definitions, measures, errors and individual differences in cognitive maps
  - designing better maps; wayfinding
  - the scenic environment

**Psychology and abnormality**

- a) Classifying and diagnosing abnormality:
  - defining and diagnosing (classifying) abnormality
  - problems in defining and diagnosing abnormality
  - detailed study of definition and classification applied to one abnormality
- b) Models of abnormality:
  - historical explanations of abnormality

- contemporary theories and assumptions of models (e.g. medical, behavioral, psychodynamic, cognitive, humanistic)
- treatments derived from models
- c) Schizophrenia:
  - types and characteristics of schizophrenia
  - explanations of schizophrenia
  - treatments for schizophrenia
- d) Abnormal affect:
  - types and characteristics of abnormal affect (for example, depressive states, seasonal affective disorder)
  - explanations of abnormal affect
  - overcoming effects of abnormal affect
- e) Abnormal affect due to trauma:
  - types and characteristics of trauma response (for example, post traumatic stress disorder, amnesia, fugue)
  - causes of abnormal affect due to trauma
  - coping with and reducing effects of trauma
- f) Anxiety disorders:
  - characteristics and explanations of anxiety disorder (for example generalized and panic)
  - characteristics and explanations of obsessive-compulsive disorder
  - overcoming anxiety disorders
- g) Somatoform disorders:
  - types and characteristics of somatoform disorders (for example hypochondriacs, body dimorphic disorder)
  - explanations of somatoform disorders
  - overcoming somatoform disorders
- h) Abnormal avoidance and need:
  - types and explanation of abnormal avoidance (for example, phobia, elective withdrawal)
  - types and explanation of abnormal need (for example, kleptomania, pyromania, compulsive gambling)
  - overcoming abnormal avoidance and need

Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2107800  
**Course Title:** Psychology I - International Baccalaureate  
**Credit:** 1.0

- A. Major concepts/content.** Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

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

- theories and methods of study employed by psychologists
- human growth and development
- self-concept development
- adjustment, motivation and desire
- intelligence
- human interaction
- conditioning and learning
- attitudes and social influence
- memory
- personality and behavior
- emotion and frustration
- abnormal behavior
- conformity
- autonomy
- alienation
- stress
- mental health
- psychological testing
- therapy

- B. Special note.** See International Baccalaureate syllabus for more specific content requirements.

**C. Course Requirements.** After successfully completing this course, the student will:

1. Recognize that the study of psychology provides a way of understanding human behavior and that scientific procedures are used to improve our understanding of human growth and development.
2. Understand the methods and techniques used by psychologists in investigating problems of human behavior.
3. Recognize the difference between inherited and acquired behaviors.
4. Distinguish between normal and abnormal behavior.
5. Characterize stages of psychological development.
6. Recognize the techniques of psychological inquiry.
7. Understand the usefulness and limitations of applying the principles of psychology to the problems of everyday living.
8. Compare conditioning and learning.
9. Distinguish between biological motives and social motives.
10. Compare personality theories proposed by various psychoanalytic, behavioral and humanistic theorists.
11. Understand the factors that influence human interaction.
12. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2107810  
**Course Title:** Psychology II - International Baccalaureate  
**Credit:** 1.0

**A. Major concepts/content.** Students acquire an understanding of research methodology as applied to the study of human behavior. They apply knowledge of research design, error control and statistical analysis of empirical data to the study of human behavior.

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

- research designs
- research error
- research application
- statistical analysis of empirical data
- ethical issues in research

**B. Special note.** See International Baccalaureate syllabus for more specific content requirements.

**C. Course Requirements.** After successfully completing this course, the student will:

1. Investigate human behavior using experiments, observation, interviews, case study, survey, longitudinal study, simulation, repeated measures, independent samples, matched pairs, single-subject designs, central group measures and baseline measures.
2. Recognize the sources of random and systematic error including order effects, subject variables, extraneous and confounding variables, experimenter effects, experimenter bias and the placebo effect.

3. Control for random and systematic error using counter-balancing, randomization, random allocation, pilot trials, pretests, blind and double-blind techniques, proper sampling and standard-ization of procedures and instruments.
4. Apply the concepts of reliability and validity.
5. Analyze empirical data using descriptive and inferential statistical concepts, such as levels of measurement (normal, ordinal, interval, ratio), measures of central tendency (mean, median, mode), measures of dispersion (range, percentile, semi-interquartile range, mean deviation, variance, standard deviation), the normal distribution (standard scores, frequency, areas, intervals, nonmathematical comparison with binomial and skewed distributions), the concept of significance (probability and levels of confidence), null hypothesis and experimental hypothesis, one- and two-tailed tests, the Sign test, Chi Square and expected frequencies, non parametric ranking tests (WilcoxonMatchedParis, Signed Ranks, Mann-Whitney U) assumptions of parametric tests, the t-tests (knowledge of assumptions, but statistical theory not necessary), correlation (modes of description, scattergrams, negative and positive correlation, causal interpretation).
6. Determine when it is ethical to use deception in psychological research.
7. Describe the implications of the "laboratory model of human behavior" for psychological research.
8. Describe when it is appropriate to use psychological instruments such as psychometric testing, behavior modification, lie detectors and drug studies.
9. Determine when it is appropriate to use animals in psychological research.



10. Describe the ethical and legal responsibilities of psychologists and psychiatrists.
11. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2108300  
**Course Title:** Sociology  
**Credit:** 0.5

- A. Major concepts/content.** 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.

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

- methods of study employed by sociologists
- social institutions and norms
- social classes
- relationships between the sexes
- racial and ethnic groups
- societal determinants
- group behavior
- socialization process, including the transmission of group behavior
- social deviation
- social conflict
- social stratification
- social participation
- role of social organizations and institutions, including their interrelationships and interdependence

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Recognize that the study of sociology provides a way of understanding human behavior and that scientific procedures are used to improve our understanding of human relationships and the problems of society.

2. Understand the characteristics of social groups, their interrelationships, interdependence and differences.
3. Define social structure and explain its significance.
4. Recognize how social needs may be met in social institutions.
5. Understand the interrelationship between values, norms and institutions, and their effects on society.
6. Identify ways people acquire beliefs, values and behavior patterns.
7. Recognize the existence of situations or conditions that are social problems and propose ways to address them.
8. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**GENERAL INFORMATION**

**Course Number:** 2109010

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 6 to 8 Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [World and Eastern Hemispheric Histories](#) »

**Course Title:** M/J World History

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** M/J World History

**Course Length:** Year

**Course Level:** 2

**Course Status:** State Board Approved

**General Notes:** **Sixth Grade: M/J World History** - The sixth grade social studies curriculum consists of the following content area strands: World History

**RELATED BENCHMARKS (89) :**

Scheme	Descriptor	Cognitive Complexity
LA.6.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.6.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.6.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.6.1.7.1	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;	
LA.6.1.7.3	The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;	

MA.6.A.2.2	Interpret and compare ratios and rates.	Moderate
MA.6.A.3.1	Write and evaluate mathematical expressions that correspond to given situations.	Moderate
SS.6.C.1.1	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.	
SS.6.C.1.2	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).	
SS.6.C.2.1	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.	
SS.6.E.1.1	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.	
SS.6.E.1.2	Describe and identify traditional and command economies as they appear in different civilizations.	
SS.6.E.1.3	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).	
SS.6.E.2.1	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.	
SS.6.E.3.1	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.	

- SS.6.E.3.2 Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
- SS.6.E.3.3 Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
- SS.6.E.3.4 Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
- SS.6.G.1.1 Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
- SS.6.G.1.2 Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
- SS.6.G.1.3 Identify natural wonders of the ancient world.
- SS.6.G.1.4 Utilize tools geographers use to study the world.
- SS.6.G.1.5 Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
- SS.6.G.1.6 Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions

created by civilizations.

- SS.6.G.2.3 Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- SS.6.G.2.4 Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5 Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7 Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1 Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2 Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1 Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.
- SS.6.G.4.3 Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.4.4 Map and analyze the impact of the spread of various belief systems in the ancient world.
- SS.6.G.5.1 Identify the methods used to compensate for the scarcity of resources in the ancient world.

- SS.6.G.5.2 Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3 Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1 Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2 Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1 Use timelines to identify chronological order of historical events.
- SS.6.W.1.2 Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
- SS.6.W.1.3 Interpret primary and secondary sources.
- SS.6.W.1.4 Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.5 Describe the roles of historians and recognize varying historical interpretations (historiography).
- SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.
- SS.6.W.2.1 Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
- SS.6.W.2.2 Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.



- SS.6.W.2.3 Identify the characteristics of civilization.
- SS.6.W.2.4 Compare the economic, political, social, and religious institutions of ancient river civilizations.
- SS.6.W.2.5 Summarize important achievements of Egyptian civilization.
- SS.6.W.2.6 Determine the contributions of key figures from ancient Egypt.
- SS.6.W.2.7 Summarize the important achievements of Mesopotamian civilization.
- SS.6.W.2.8 Determine the impact of key figures from ancient Mesopotamian civilizations.
- SS.6.W.2.9 Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.
- SS.6.W.2.10 Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
- SS.6.W.3.1 Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
- SS.6.W.3.2 Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
- SS.6.W.3.3 Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
- SS.6.W.3.4 Explain the causes and effects of the Persian and Peloponnesian Wars.
- SS.6.W.3.5 Summarize the important achievements and contributions of ancient Greek civilization.

- SS.6.W.3.6 Determine the impact of key figures from ancient Greece.
- SS.6.W.3.7 Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
- SS.6.W.3.8 Determine the impact of significant figures associated with ancient Rome.
- SS.6.W.3.9 Explain the impact of the Punic Wars on the development of the Roman Empire.
- SS.6.W.3.10 Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
- SS.6.W.3.11 Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
- SS.6.W.3.12 Explain the causes for the growth and longevity of the Roman Empire.
- SS.6.W.3.13 Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
- SS.6.W.3.14 Describe the key achievements and contributions of Roman civilization.
- SS.6.W.3.15 Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
- SS.6.W.3.16 Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
- SS.6.W.3.17 Explain the spread and influence of the Latin language on Western Civilization.
- SS.6.W.3.18 Describe the rise and fall of the ancient east African

kingdoms of Kush and Axum and Christianity's development in Ethiopia.

- SS.6.W.4.1 Discuss the significance of Aryan and other tribal migrations on Indian civilization.
- SS.6.W.4.2 Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
- SS.6.W.4.3 Recognize the political and cultural achievements of the Mauryan and Gupta empires.
- SS.6.W.4.4 Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
- SS.6.W.4.5 Summarize the important achievements and contributions of ancient Indian civilization.
- SS.6.W.4.6 Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
- SS.6.W.4.7 Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
- SS.6.W.4.8 Describe the contributions of classical and post classical China.
- SS.6.W.4.9 Identify key figures from classical and post classical China.
- SS.6.W.4.10 Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
- SS.6.W.4.11 Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
- SS.6.W.4.12 Identify the causes and effects of Chinese isolation and the

decision to limit foreign trade in the 15th century.

**CERTIFICATIONS OPTIONS (4)**

Option5: [MIDDLE GRADES INTEGRATED CURRICULUM \(GRADES 5 - 9\)](#)

Option6: [HISTORY \(GRADES 6 - 12\)](#)

Option7: [SOCIAL SCIENCE \(GRADES 6 - 12\)](#)

Option8: [SOCIAL SCIENCE \(MIDDLE GRADES\) \(GRADES 5 - 9\)](#)

**RELATED GLOSSARY TERM DEFINITIONS (4)**

Expression	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
Height	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Rate	A ratio that compares two quantities of different units.
Table	A data display that organizes information about a topic into categories using rows and columns.

**GENERAL INFORMATION**

**Course Number:** 2109310  
**Section:** [Grades PreK to 12 Education Courses](#) »  
**Course Path:** **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [World and Eastern Hemispheric Histories](#) »  
**Course Title:** World History  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** World History  
**Number of Credits:** One credit (1)  
**Course Length:** Year  
**Course Level:** 2  
**Course Status:** State Board Approved  
**Graduation Requirements:** 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

**RELATED BENCHMARKS (127) :**

Scheme	Descriptor	Cognitive Complexity
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
LA.910.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	
LA.910.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	
LA.910.2.2.1	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);	
LA.910.2.2.2	The student will use information from the text to answer questions or to state the main idea or provide relevant details;	

LA.910.2.2.3	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);	
LA.910.6.2.4	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.	
LA.910.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
MA.912.A.2.1	Create a graph to represent a real-world situation.	Moderate
MA.912.A.2.2	Interpret a graph representing a real-world situation.	Moderate
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.
- 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.
- 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.

### **RELATED GLOSSARY TERM DEFINITIONS (5)**

- Axes The horizontal and vertical number lines used in a coordinate plane system.
- Line A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
- Plot To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
- Unit A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
- Function A relation in which each value of  $x$  is paired with a unique value of  $y$ . More formally, a function from  $A$  to  $B$  is a relation  $f$  such that every  $a \in A$  is uniquely associated with an object  $F(a) \in B$ .



## **GENERAL INFORMATION**

<b>Course Number:</b>	2109320
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Social Studies</a> » <b>SubSubject:</b> <a href="#">World and Eastern Hemispheric Histories</a> »
<b>Course Title:</b>	World History Honors
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	World History Honors
<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)
<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

## **RELATED BENCHMARKS (127) :**

Scheme	Descriptor	Cognitive Complexity
LA.910.1.6.1	The student will use new vocabulary that is introduced and taught directly;	
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MA.912.A.2.1	Create a graph to represent a real-world situation.	Moderate
MA.912.A.2.2	Interpret a graph representing a real-world situation.	Moderate
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.	
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- 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.
- 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.

### **RELATED GLOSSARY TERM DEFINITIONS (5)**

- Axes The horizontal and vertical number lines used in a coordinate plane system.
- Line A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
- Plot To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
- Unit A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
- Function A relation in which each value of  $x$  is paired with a unique value of  $y$ . More formally, a function from  $A$  to  $B$  is a relation  $f$  such that every  $a \in A$  is uniquely associated with an object  $F(a) \in B$ .

## **GENERAL INFORMATION**

**Course Number:** 2109321

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [World and Eastern Hemispheric Histories](#) »

**Course Title:** Pre-AICE World History

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** Pre-AICE World History

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**Graduation Requirements:** World History (WH)

**AICE?**

**Advanced International Certification of Education** Yes

**General Notes:** The course description for this AICE course is provided at this link: [http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=918](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=918)

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2109330  
**Course Title:** African History  
**Credit:** 0.5

**A. Major concepts/content.** Students understand the development of African civilizations within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to assess problems related to the multifaceted issues that will face the African peoples in the 21st century.

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

- geographic-historic and time-space relationships
- the use of arbitrary periodization in African history
- the unique geography of Africa
- review of prehistory on the African continent
- the rise of African civilizations and cultural universals
- the development of religion and the impact of religious thought on African cultures
- the evolution of political systems and philosophies in African societies and nations
- the interaction of science and African cultures
- European colonialism in Africa
- the development of nationalism as an African phenomenon
- the origin and course of economic systems and philosophies in African societies
- the influence of major historical figures and events in African history
- contemporary African affairs

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand how contemporary African civilizations are shaped by experiences of the past.
2. Explain the significance of physical and cultural geography on the development of African civilizations and nation-states.
3. Compare major individuals, events and characteristics of historical periods in African history.
4. Understand current and historic events from the perspective of diverse cultural and national groups.
5. Compare the major African cultures, past and present, based on their political and economic systems, religious and moral beliefs, and socialization processes.
6. Explain how major belief systems (political, economic and social) changed or altered historical patterns of development on the African continent.
7. Identify causes and effects of various changes in the historical development of Africa.
8. Understand the interaction of science, technology and society within African historical contexts.
9. Explain the uniqueness of the African peoples considering geographic, social, religious, political and economic factors.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2109340  
**Course Title:** Asian History  
**Credit:** 0.5

**A. Major concepts/content.** Students acquire an understanding of the development of the Asiatic peoples by examining the history and culture of the region with emphasis on key political regions. Students assess the effect of this region's historical development to better understand the region's role in the global community and to develop a world view that appreciates diverse cultures.

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

- geographic-historic and time-space relationships
- use of arbitrary periodization in Asian history
- review of prehistory on the Asian continent
- rise of Asian civilizations and cultural universals
- development of religion and the impact of religious thought on Asiatic cultures
- evolution of political systems and philosophies in Asian societies
- interaction of science and Asian cultures
- development of nationalism as an Asian phenomenon
- origin and course of economic systems and philosophies in Asian societies
- influence of major historical figures and events in Asian history
- contemporary Asian affairs

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand how contemporary Asian civilizations are shaped by experiences of the past.



2. Explain the significance of physical and cultural geography on the development of Asian civilization and nation-states.
3. Compare major individuals, events and characteristics of historical periods in Asian history.
4. Understand current and historic events from the perspective of diverse cultural and national groups.
5. Compare the major Asian cultures, past and present, based on their political and economic systems, religious and moral beliefs, and socialization processes.
6. Explain how major belief systems (political, economic and social) changed or altered historical patterns of development on the Asian continent.
7. Identify causes and effects of various changes in the historical development of Asia.
8. Understand the interaction of science, society and technology within Asian historical contexts.
9. Explain the uniqueness of the Asian peoples as a synthesis of geographic, social, religious, political and economic factors.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2109350  
**Course Title:** Contemporary History  
**Credit:** 0.5

**A. Major concepts/content.** Students understand the development of the contemporary world within the context of history in order to understand events during their lifetime. 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.

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

- world events and trends in the 20th century with emphasis on the past two decades
- time-space relationships
- historical antecedents of contemporary political, social, economic and religious problems
- 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
- projection of current trends and movements

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand how contemporary civilizations are shaped by experiences of the past.
2. Explain the significance of physical and cultural geography on the development of civilizations and nation-states.

3. Compare significant individuals, events and characteristics from contemporary historical periods.
4. Understand current and historic events from the perspective of diverse cultural and national groups.
5. Compare and contrast the major cultures of the present, based on their political and economic systems, religious and moral beliefs, and socialization processes.
6. Explain how major belief systems (political, economic and social) changed or altered contemporary patterns of development.
7. Identify causes and effects of various changes in contemporary historical development.
8. Understand the interaction of science, society and technology in contemporary development.
9. Explain the uniqueness of various contemporary peoples as a synthesis of geographic, social, religious, political and economic factors.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2109360  
**Course Title:** British History  
**Credit:** 1.0

**A. Major concepts/content.**

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

- developments in British political, economic, social and cultural history
- development of social studies skills.

**B. Special note.** In addition to developing student awareness of the influence of British history on American life, the course is designed to be a companion course to the senior level English class which deals with the literature of Great Britain.

**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand relationships between past and present.
2. Interpret the effect of geographic features and climate on economic, social and political development.
3. Utilize the appropriate vocabulary for a study of the development of a distinctive culture.
4. Correlate the political, economic, and social developments with the literary progress of the British people.
5. Demonstrate the use of social studies skills.
6. Analyze specific developments in the history of the British Isles.

7. Understand the value of generalizations about the past with reference to making conclusions about contemporary society.
8. Interpret the effect of physical features, resources and climate on British developments.
9. Utilize the appropriate vocabulary for the study of the development of a distinctive culture.
10. Analyze the contributions of British social, cultural, political, and political institutions to the American way of life.
11. Analyze specific developments in British history.
12. Utilize social studies skills.

Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2109370  
**Course Title:** European History  
**Credit:** 1.0

**A. Major concepts/content.** Students understand the development of Europe within the context of history by examining connections to the past to prepare for the future as participating members of a global community. 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.

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

- geographic-historic and time-space relationships
- use of arbitrary periodization in European history
- classical and medieval heritage
- rise of the European nation-states
- impact of religious thought on European cultures
- evolution of political systems and philosophies in European societies
- interaction of science and European cultures
- development of nationalism as a European phenomenon
- origin and course of economic systems and philosophies in European societies
- influence of major historical figures and events in European history
- contemporary European affairs

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Understand how contemporary European civilizations depend on contributions of past civilizations.

2. Explain the significance of physical and cultural geography on the development of European civilization and nation-states.
3. Compare major individuals, events and characteristics of historical periods in European history.
4. Understand current and historic events from the perspective of diverse cultural and national groups.
5. Compare the major European cultures, past and present, based on their political and economic systems, religious and moral beliefs, and socialization processes.
6. Explain how major belief systems (political, economic and social) changed or altered historical patterns of development on the European continent.
7. Identify causes and effects of various changes in the historical development of Europe.
8. Understand the interaction of science, society and technology within European historical contexts.
9. Explain the uniqueness of the people of Europe as a synthesis of geographic, religious, political and economic factors.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

## **GENERAL INFORMATION**

**Course Number:** 2109371

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [World and Eastern Hemispheric Histories](#) »

**Course Title:** AICE European History

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** AICE European History

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**Graduation Requirements:** World History (WH)

**AICE?**

**Advanced International Certification of Education** Yes

**General Notes:** The course description for this AICE course is provided at this link: [http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=751](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=751)



Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2109380  
**Course Title:** Advanced Placement European History  
**Credit:** 1.0

**A. Major concepts/content.** Students understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. 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.

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

- the content specified by the Advanced Placement Program

**B. Special note.** See the Advanced Placement syllabus for specific content requirements.

**C. Course Requirements.** After successfully completing this course, the student will:

1. Formulate generalizations about the past to develop a theory or theories on the development of contemporary European society.
2. Derive conclusions from European historical development and growth based on geographic principles.
3. Predict the probable effects of individual actions and events within a given historical period.
4. Analyze current and historic events as perceived by diverse cultural and ethnic groups.
5. Synthesize the contributions of major European nationalities and ethnic groups to form

generalizations about the variety and diversity of European cultures.

6. Apply processes of critical and creative thinking to evaluate the effects of major European traditions (political, economic and social) on historical patterns of development in Europe.
7. Interpret changes that have occurred in historical development by evaluating the causes and effects of that change.
8. Formulate hypotheses on relationships among science, technology and society and their impact on historical change in European societies.
9. Evaluate the uniqueness of the European people as a synthesis of geographic, religious, political and economic factors.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2109410  
**Course Title:** Jewish History  
**Credit:** 1.0

- A. Major concepts/content.** The purpose of this course is to provide students with the opportunity to acquire a basic understanding of the Jewish people through an overview of those significant events which have effected their development. Appropriate concepts and skills will be developed in connection with the content that follows.

Specific content will include, but not be limited to, an understanding of maps and time-spatial relationships. The Jewish heritage, Jewish life before and after the Revelation, Entrance into the Holyland, The Monarchy, The Two Temple periods, the Europe and Jewish life in America, Jewish life in Eastern Europe with the growth of Hasidic movement, the Holocaust, Zionism and the Emergence of a modern Jewish state.

- B. Special note.** None

- C. Course Requirements.** After successfully completing this course, the student will:

1. Understand the value of generalizations about the past with reference to making conclusions about contemporary society; and explain how a generalization about some Jewish historical periods or series of historical events relates to contemporary Jewish society and the global community at large.
2. Interpret changes made by individuals and events: explain how a significant individual or event characterized or influenced that era, when given a particular historical period.

3. Interpret current and historical events from the perspective of diverse cultures of the Jewish people.
4. Apply processes of critical and creative-thinking to evaluate the effects of Jewish contributions to society.
5. Interpret changes that have occurred in historical development by analyzing the causes and effects of that change.
6. Utilize the appropriate vocabulary, geographical, reference, study, critical-thinking and decision-making skills.
7. Define vocabulary words as applied to the study of Jewish History - both in Hebrew and non-Hebrew terms.
8. Use maps, globes, charts, and graphs to explain the relationship of geography to historical and current events.
9. Distinguish between primary and secondary sources.
10. Understand and critically evaluate the geopolitical realities of the Middle East in current world affairs.
11. Recognize that a personal experience and philosophy influences their interpretation of historical needs.
12. Write a properly documented research paper that adequately defends and supports an appropriate thesis statement.
13. Understand the profound impact of the Holocaust on Jewry and the world.

## **GENERAL INFORMATION**

**Course Number:** 2109420

**Course Path:** **Section:** [Grades PreK to 12 Education Courses](#) » **Grade Group:** [Grades 9 to 12 and Adult Education Courses](#) » **Subject:** [Social Studies](#) » **SubSubject:** [World and Eastern Hemispheric Histories](#) »

**Course Title:** Advanced Placement World History

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** Advanced Placement World History

**Number of Credits:** One credit (1)

**Course Length:** Year

**Course Level:** 3

**Course Status:** State Board Approved

**Graduation Requirements:** World History (WH)

**General Notes:** The course descriptions for Advanced Placement courses are located on the College Board site at <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

## Florida Department of Education

## COURSE DESCRIPTION – GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2109430  
**Course Title:** Holocaust  
**Credit:** 0.5

**A. Major concepts/content.** The purpose of this course is to examine the events of the Holocaust. A further purpose of this course is to enable students to understand their connection to the development of civilization by examining the past to prepare for their future as participating members of a global community.

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

- Examination of twentieth century pogroms
- Examination of twentieth century genocides

**B. Special Note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

- 1. Demonstrate understanding of the processes used to create and interpret history.**
- 2. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including African-Americans and the Holocaust.**

- SS.A.1.4.1 understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
- SS.A.1.4.3 evaluates conflicting sources and materials in the interpretation of historical event or episode.
- SS.A.1.4.4 uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.

- 3. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions of civilizations and nation-state.**

- SS.A.3.3.9 analyzes major historical events of the first half of the 20<sup>th</sup> century.
- SS.A.3.4.2 understands significant religious and societal issues from the Renaissance through the Reformation.
- SS.A.3.4.10 understands the political, military, and economic events since the 1950s that have had a significant impact on international relations.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2109800  
**Course Title:** Contemporary History - International  
Baccalaureate  
**Credit:** 1.0

**A. Major concepts/content.** Students understand the development of the contemporary world within the context of history in order to develop relationships and understand events during their lifetime. 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.

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

- causes, practices and effects of war
- economic problems
- rise and rule of single-party dictatorships
- decolonization
- development of technological advancements
- work of international organizations
- interaction of religion and politics
- rise of nationalism
- East-West relations since 1945
- techniques of historical analysis

**B. Special note.** See International Baccalaureate syllabus for specific content requirements.

**C. Course Requirements.** After successfully completing this course, the student will:

1. Assess the causes, practices and effects of wars.
2. Evaluate the social and economic implications of decolonization and the rise of new nations.
3. Trace the major economic developments of the 20th century.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2120710  
**Course Title:** Anthropology Honors  
**Credit:** 0.5

- A. Major Concepts/Content.** Through the study of anthropology, students acquire an understanding of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics which define their culture and gain an appreciation for the culture of others.

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

- human and biological origins
- adaptation to the physical environment
- diversity of human behavior
- evolution of social and cultural institutions
- patterns of language development
- family and kinship relationships
- the effects of change on cultural institutions

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** None



- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course, the student will:**

**1. Demonstrate understanding of the significance of physical and cultural geography on the development of Eastern and Western civilizations.**

- SS.A.2.4.1 understand the early physical and cultural development of humans.
- SS.A.2.4.2 understand the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.
- SS.A.2.4.3 understand the emergence of civilization in China, southwest Asia, and the Mediterranean basin.
- SS.A.2.4.6 understand features of the theological and cultural conflict between the Muslim world and Christendom and the resulting religious, political, and economic competition in the Mediterranean region.
- SS.A.3.4.4 know the significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism, their spheres of influence in the age of expansion, and their reforms in the 19<sup>th</sup> century.
- SS.B.2.4.6 understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.

**2. Demonstrate understanding of the interactions among science, technology, and society within global historical contexts.**

- SS.A.2.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.
- SS.B.2.4.1 understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
- SS.B.2.4.2 understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.

- SS.B.2.4.3 understand how the allocation of control of the Earth's surface affects interactions between people in different regions.
- SS.B.2.4.4 understand the global impacts of human changes in the physical environment.
- SS.B.2.4.5 know how humans overcome "limits to growth" imposed by physical systems.
- SS.B.1.4.4 understand how cultural and technological characteristics can link or divide regions.

**3. Demonstrate understanding of how economic and government institutions apply basic economic concepts and the possible results.**

- SS.B.2.4.7 understand the concept of sustainable development.
- SS.C.2.4.6 understand the argument that personal, political, and economic rights reinforce each other.
- SS.D.2.4.1 understand how wages and prices are determined in market, command, tradition-based, and mixed economic systems and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth..
- SS.D.2.4.2 understand how price and quantity demanded relate, how price and quantity supplied relate, and how price changes or controls affect distribution and allocation in the economy.
- SS.D.2.4.3 understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.

**4. Demonstrate understanding of the processes used to create and interpret history.**

- SS.A.1.4.1 understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
- SS.A.1.4.4 use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

**5. Apply research, study, critical thinking and decision making skills and demonstrate the use of new and emerging technology in problem solving.**

- SS.A.1.4.1 understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
- SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.
- SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of a historical event or episode.

4. Analyze social change in the developed world.
5. Assess the rise and rule of single-party dictatorships.
6. Evaluate the establishment and effectiveness of international organizations.
7. Analyze the relationship of religion and politics in the 20th century.
8. Describe East-West relations from 1945 to the present.
9. Evaluate the role and fate of minorities in the 20th century.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

**Florida Department of Education  
COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2109810  
**Course Title:** World History - Preinternational Baccalaureate  
**Credit:** 1.0  
**Will meet graduation requirement for World History**

- A. Major concepts/content.** The purpose of this course is to provide a survey of world history and the humanities from preliterate times to the early nineteenth century. The course emphasizes the contributions of the past to contemporary life and the ways other societies have attempted to answer questions and solve problems that continue to perplex mankind today. Students will explore interpretations of history and change, the development of civilizations, changing concepts of right and wrong, heroism, relationships between church and state, and conflicts between social and economic classes.

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

- research and study of primary and secondary-source material to compare information, evaluate interpretation, and draw conclusions.

- B. Special note.** None
- C. Course Requirements.** After successfully completing this course, the student will:
1. Understand the value of generalizations about past civilizations and cultures with reference to interpreting sources and following trends in history.
  2. Analyze aspects of physical and cultural geography that have affected the development of civilizations and nation-states.

3. Interpret changes made by individuals and events and how those changes create arbitrary periodization in history.
4. Understand historic events from differing perspectives according to cultural background societal goals, world views, and philosophical interpretation.
5. Analyze trends and changes in cultural, social, political, and religious systems through occidental and oriental societies.
6. Understand the significance of religious beliefs for historic events and world civilizations.
7. Understand the causes and effects of war on civilization.
8. Understand relationships among science, technology, and society and their impact on historical change.
9. Use appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

**Florida Department of Education**  
**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Social Studies  
**Course Number:** 2109820  
**Course Title:** European History - International Baccalaureate  
**Credit:** 1.0

**A. Major concepts/content.** Students understand the development of Europe within the context of history by examining connections to the past to prepare for the future as participating members of a global community. Students use knowledge about history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

Content is specified by the International Baccalaureate. Reference should be made to the most recent publication.

**B. Special note.** See the International Baccalaureate syllabus for specific content requirements.

**C. Course Requirements.** After successfully completing this course, the student will:

1. Analyze the social, political and economic events of the past in order to explain the conditions of modern Europe.
2. Draw logical conclusions concerning the history of Europe based on geographic principles.
3. Compare and contrast significant events and individuals found in various historical periods from the French Revolution to the present.
4. Evaluate the contributions of major European nationalities and ethnic groups in the context of the humanities, science and social philosophy.

5. Apply a variety of research skills in describing the political, economic and social systems found within the nations of Europe.
6. Analyze the impact of science and technology on European society.
7. Orally and/or in writing defend a variety of positions on the causes and effects of historical development in Europe.
8. Assess the effectiveness of international organizations from a European perspective.
9. Describe international relationships between Europe and its allies as well as its adversaries.
10. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.



## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Social Studies  
**Course Number:** 2120910  
**Course Title:** Philosophy Honors  
**Credit:** 0.5

- A. Major Concepts/Content.** The learner will explore the foundations of philosophy through a historical exploration of the great thinkers. The course will focus on the definition and application of philosophy, appropriate vocabulary, and the notion that everyone should be engaged in the ‘doing’ of philosophy.

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

- definition and application of philosophy
- vocabulary of philosophy
- master philosophies
- development of a personal philosophy

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and process of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** None

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course the student will:**

- 1. Reflect on and question the basis knowledge and experience.**

SS.A.2.4.4 understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.

1. **2. Develop a personal mode of thought based on critical examination of evidence and argument.**
2. **3. Formulate rational arguments.**

SS.A.2.4.4 understand significant aspects of the economy, political, and social systems of ancient Greece and the cultural contributions of that civilization.

**4. Demonstrate understanding of subjective and ideological biases.**

SS.A.2.4.4 understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.

SS.C.1.4.1 understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).

1. **5. Use philosophical language clearly, consistently, and appropriately.**
2. **6. Identify and formulate ethical problems faced by society.**

SS.A.3.4.9 analyze major historical events of the first half of the 20<sup>th</sup> century.

SS.A.5.4.7 understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.

**7. Relate specific texts and authors to the examination of concepts and problems.**

SS.C.2.4.3 understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.

SS.C.2.4.5 understand how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.

SS.C.2.4.7 know the points at which citizens can monitor or influence the process of public policy formation.

SS.A.5.4.1 know the causes of the Industrial Revolution and its

economic, political, and cultural effects on American society.

SS.A.5.4.4 understands social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.

**8. Demonstrate understanding of the importance of participation in community service**

SS.C.2.4.1 develop and defines his or her own political beliefs and tendencies.

**9. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in Eastern and Western civilizations.**

SS.A.2.4.9 understand significant social, cultural, and religious features of India, and India's conflict with the Moslem Turks.

SS.A.3.4.2 understand significant religious and societal issues from the Renaissance through the Reformation.

SS.A.3.4.6 understand transformations in the political and social realms from the Age of Absolution through the Glorious Revolution to the French Revolution.

SS.C.1.4.1 understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).

**10. Apply research, study, critical thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**

SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of a historical event or episode.

SS.A.1.4.4 use chronology, sequencing, patterns, and periodization to examine interpretations of an event.