

**2010 Social Studies Specifications
for the
2011-2012 Florida State Adoption
of
Instructional Materials**

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Effective December 29, 2011

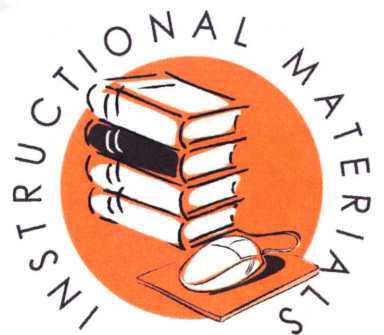


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Florida Department of Education

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Social Studies Education in Florida

The Importance of a Complete Social Studies Education

Florida's vision for social studies is based on the rigorous and in-depth expectations as defined by Florida Law and the Next Generation Sunshine State Standards (NGSSS) for Social Studies. Florida lawmakers have long understood the importance of a complete K-12 social studies education.

In social studies, students acquire essential knowledge and develop and apply skills as they investigate society, explore issues, make decisions, and work independently and cooperatively with others. An effective social studies program provides a coordinated, systematic study, drawing upon the disciplines in the social sciences and humanities. It prepares students to be personally and socially aware, promotes multiple perspectives, encourages intellectual curiosity, enhances critical thinking skills, reinforces a broad range of communication skills, fosters positive character development, and charges students to assume responsibility for positive change and civic action.

A complete social studies education ensures our nation an informed, responsible, and well-educated citizen. This well-educated citizen has civic competence and the knowledge, skills and attitudes required to assume "the office of citizen" (as phrased by Thomas Jefferson) in our democratic Republic.

Florida Law Related to Standards and Social Studies Education

In 2008, the Florida Legislature passed Senate Bill 1908, now Section 1003.41, Florida Statutes, requiring the creation of NGSSS. It is Florida's vision that its content standards will serve as the essential framework for assessments, instructional materials, professional development, and teacher licensure exams to ensure that the new standards and their higher levels of rigor will be fully integrated into the entire culture of K-12 instruction. This move sets the stage for higher levels of rigor and higher academic achievement further enhanced as Florida moves to Common Core State Standards in Mathematics, English/Language Arts and Standards for Literacy in History/Social Studies.

To this end, Florida's NGSSS for Social Studies serve as the foundation for standards-based teaching and learning in Florida's K-12 schools. Florida Statutes are specific about the importance of K-12 social studies instruction based on the NGSSS.

Section 1003.41, F.S., Sunshine State Standards.—

(1) Public K-12 educational instruction in Florida is based on the "Sunshine State Standards." The State Board of Education shall review the Sunshine State Standards and replace them with the Next Generation Sunshine State Standards that establish the core content of the curricula to be taught in this state and that specify the core content knowledge and skills that K-12 public school students are expected to acquire. The Next Generation Sunshine State Standards must, at a minimum:

(a) Establish the core curricular content for language arts, science, mathematics, and social studies, as follows:

4. Social studies standards must establish specific curricular content for, at a minimum, geography, United States and world history, government, civics, economics, and humanities. The standards must include distinct grade level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8. The social studies standards for grades 9 through 12 may be organized by grade clusters of more than one grade level.

Florida Statutes further detail the importance of social studies at 6-8 through the middle grades promotion requirements including successful completion of a civic education course.

Section 1003.4156, F.S., General requirements for middle grades promotion.—

(1) Beginning with students entering grade 6 in the 2006-2007 school year, promotion from a school composed of middle grades 6, 7, and 8 requires that:

(a) The student must successfully complete academic courses as follows:

3. Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education. Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that a student successfully completes in accordance with s. 1008.22(3) (c) and that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

Florida's high school graduation requirements specifically outline a student's required course of study for social studies. Florida high school students are expected to successfully complete courses in United States history, world history, United States government, and economics prior to graduation.

Section 1003.43, F.S., General requirements for high school graduation.--

(1) Graduation requires successful completion of either a minimum of 24 academic credits in grades 9 through 12 or an International Baccalaureate curriculum.

(d) One credit in United States history.

(e) One credit in world history, including a comparative study of the history, doctrines, and objectives of all major political systems.

(f) One-half credit in economics, including a comparative study of the history, doctrines, and objectives of all major economic systems.

(g) One-half credit in United States government, including study of the Constitution of the United States. For students entering the 9th grade in the 1997-1998 school year and thereafter, the study of Florida government, including study of the State Constitution, the three branches of state government, and municipal and county government, shall be included as part of the required study of American government.

In addition, Florida Law delineates specific **Required Instruction in Section 1003.42, Florida Statutes**, related to social studies content.

Section 1003.42, F.S., Required instruction.--

(1) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

- (a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.*
- (b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.*
- (c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.*
- (d) Flag education, including proper flag display and flag salute.*
- (e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.*
- (f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.*
- (g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.*
- (h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.*
- (k) Kindness to animals.*
- (l) The history of the state.*
- (p) The study of Hispanic contributions to the United States.*
- (q) The study of women's contributions to the United States.*
- (r) The nature and importance of free enterprise to the United States economy.*
- (s) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.*
- (t) In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.*

General Description for Publishers' Submissions

All Submissions, Grades K-12

Next Generation Sunshine State Standards for Social Studies

The NGSSS for Social Studies were approved and adopted by the State Board of Education in December 2008. The NGSSS for Social Studies are found at

<http://www.floridastandards.org/Standards/FLStandardSearch.aspx>. **Publishers must submit instructional materials specific to Florida's NGSSS for Social Studies.**

The 2008 revision of the Sunshine State Standards for Social Studies resulted in standards that teach to a greater level of understanding and define a specific grade level and course progression. Florida's call for social studies will focus on those courses as defined by these new standards. Instructional benchmarks were written for the following strands:

- American History
- Geography
- Economics
- Civics and Government
- World History
- Humanities (9-12 only)

Social Studies Benchmark Codes

The benchmark codes, strand designation, and standard numbers, are intended for coding purposes only and are not intended to indicate a degree of importance. **Instructional materials that do not include the benchmark and benchmark code at point of use in both the student and teacher major tool will not be recommended for adoption. No more than ten percent (10%) of the content in the major tool can address concepts outside of the realm of the required benchmarks for the grade or course for which it is being submitted.** In order to ensure an understanding of cause and effect relationships in history, the United States history and world history courses as outlined in the course description narratives (General Notes) provide the context for this added instructional content.

| SS. | K. | A. | 1. | 1 |
|---------|-------------|--------|--------------------|-----------|
| Subject | Grade Level | Strand | Big Idea/ Standard | Benchmark |

Strand Key:

- A ~ American History (U.S. History)
- G ~ Geography
- E ~ Economics
- C ~ Civics and Government
- W ~ World History
- H ~ Humanities

Common Core State Standards

Florida has fully adopted the Common Core State Standards (CCSS) for English/Language Arts (ELA) and Mathematics. As Florida transitions to implement these new standards, publishers should ensure their instructional materials align, where appropriate and applicable, to the Common Core State Standards. Florida will begin replacing its current content standards with CCSS for ELA and Math within its social studies course descriptions. Specifically, Florida will use the CCSS for Literacy in History/Social Studies to address the language arts benchmarks. Publishers will be notified when this update is made to the social studies course descriptions. The Common Core State Standards can be found at <http://www.corestandards.org/>.

Florida Social Studies Course Descriptions

Florida's social studies course descriptions, based on the course progression and defined by the NGSSS for Social Studies, were evaluated and revised in 2009 by committees of educators and adopted by the State Board of Education in March 2010. The revised social studies course descriptions reflect the emphasis on building a deeper understanding and a scaffolding of K-12 social studies content. The revised course descriptions are found online at <http://www.floridastandards.org/Courses/CourseDescriptionSearch.aspx>. The applicable course descriptions (excluding Advanced Placement) are included in this document and the direct links (including Advanced Placement) are provided in the Publisher Submission section below.

Each social studies course description for grades K-12 includes language arts benchmarks and mathematics benchmarks. These benchmarks were identified by the committees as essential skills to be embedded in each social studies course. These benchmarks will be updated and replaced with Common Core State Standards. **Publishers should ensure their instructional materials are aligned to the new Common Core State Standards were applicable and appropriate.** Again, Publishers will be notified when this update is made to the social studies course descriptions. The Common Core State Standards can be found at <http://www.corestandards.org/>.

Support for Social Studies Specific Literacy and the CCSS for Literacy in History/Social Studies

The Common Core State Standards clearly outline support for discipline specific literacy by the inclusion of the Literacy Standards for History/Social Studies. The Common Core State Standards specifically address the “shared responsibility of students’ literacy development” recognizing that all content areas have a role in supporting literacy. **Instructional materials should include alignment to the Common Core State Standards for History/Social Studies where appropriate and applicable.**

To this end, instructional materials for social studies must reflect the demands of reading, writing, listening, and speaking that are specific to social studies. **Instructional materials should include vocabulary development, cognitive reasoning, and reading acquisition skills specific to literacy in social studies.**

For example, an essential literacy skill related to social studies is interpreting informational or technical text and graphical information. As described in the Council of Chief State School Officers (CCSSO), Literacy Toolkit, *Content Area Literacy Guide*:

Students’ success with social studies text requires them to have not only basic level skills such as the ability to recall and select main ideas and details, but also the ability to use higher order thinking skills to analyze text format and structure, evaluate perspective and sources, and

synthesize across multiple texts. As students engage with text, they use questioning strategies or skills to build meaning and understanding. They also must identify cause and effect relationships, recognize bias, distinguish fact from opinion, and compare and contrast. Social studies texts come with other literacy challenges—the need to read graphs and maps and various presentations of data.

Specific literary tasks for social studies include, but are not limited to:

- Sequencing and making connections between historical events
- Understanding informational text structures and features
- Understanding content specific as well as general academic vocabulary
- Evaluating sources
- Recognizing issues and trends in context
- Engaging in reflective inquiry through reading and writing
- Recognizing and writing about cause-and-effect relationships
- Distinguishing between, and writing about, fact versus opinion

Text Complexity

The integration of strategies within teacher and student resources which support the unique literacy demands of social studies is required. Additionally, reading is a complex process and highly utilized across all social studies assignments. Therefore, all submissions must integrate and carefully scaffold reading and literacy instruction to directly align with the corresponding text within each lesson. Reading and writing instruction and assignments must align and be integrated with all social studies content area instruction.

Furthermore, recent research has demonstrated that building a student’s social studies background knowledge at K-5 is vital to reading comprehension in later years. Students must access informational and non-fiction text sooner through specific and systematic social studies content instruction (Caros, *The Missing Link in Reading Comprehension*).

Support for Content and Academic Vocabulary

In the past, traditional approaches to social studies vocabulary development have concentrated primarily upon content-specific terms. Social studies informational text, with its rich use of primary source documents and frequent reliance upon historical quotations, requires that general academic vocabulary also be addressed. Students should have the benefit of being exposed to both types of vocabulary support within social studies instructional materials as well as in any companion instructional resources and assessments. **To support learning for Florida’s diverse student population, and its significant number of students who are English language learners, publishers of instructional materials are strongly encouraged to provide teacher and student resources which support both content and academic vocabulary.**

Support for Required Instruction

Publishers must submit materials that include content related to the topics, where appropriate, as named in **Required Instruction, Section 1003.42, Florida Statutes**, and detailed in **Social Studies Education in Florida** above.

Assessment

Publishers are required to provide assessment tools for assessing student learning and informing instructional decision making. Publishers are strongly encouraged to provide pre- and post-assessments to gauge academic progress at the beginning and at the end of a program of instruction. Assessments must be within the context of a course as opposed to a separate activity. They must include essays of appropriate length and follow-up activities that require thought at a higher level of Webb’s Depth of Knowledge. Assessments must require students to find support for answers within expository text. Publishers must include a variety of assessment tools that include, but are not limited to, multiple-choice and short-answer tests or quizzes, informal assessment checklists, rubrics for projects and activities, authentic applications and opportunities to use support from text in creating responses to questions. Other assessments may include opportunities to assess student knowledge via oral presentations, group projects, and/or visual displays.

Professional Development

Publishers will submit a Professional Development Plan within the Publishers’ Questionnaire for use with the submitted social studies instructional materials. This plan must not incur additional cost. Professional development provided by publishers should directly instruct teachers on how to use the instructional materials. This instruction should demonstrate to teachers what effective use of the materials looks like, and how teachers can measure their own mastery of effective implementation. There must be initial professional development that provides adequate time for teachers to learn new concepts and practice what they learn. Teachers must also be instructed in the administration and interpretation of assessments that accompany the program. The professional development should be customized to meet the needs of teachers, principals, and curriculum specialists. After initial professional development, ongoing professional development must be offered to provide support and a deeper level of social studies content knowledge. The professional development should also provide support (e.g., principal checklists, follow up in class modeling, a CD or website for teachers to view model lessons) to facilitate application of content.

Research-based Instructional Materials

Instructional Materials submitted for adoption in Florida should include specific strategies, teaching/instructional activities, procedures, examples, and opportunities for review and application consistent with current and confirmed research in social studies education and discipline specific literacy. Each publisher should carefully review the research basis for any program or strategy submitted for consideration, including strategies which support discipline-specific (social studies) literacy. In particular, attention should be paid to the research that was conducted initially to develop the program as well as the research conducted *after* publication, such as program evaluations. It is important to determine if research supports the effectiveness of the program or approach. Should such research exist for an instructional program, publishers of instructional materials are required to submit this research documentation within the Publishers' Questionnaire.

Support for Digital Content and Interoperability

Publishers are encouraged to provide instructional materials in the form of digital content [as permitted in Sections 1006.28(1), 1006.29(2), and 1006.40(4), Florida Statutes] that may be readily added to learning management systems and/or content management systems used by Florida public school districts. Digital based submissions should include high levels of interactivity and student engagement. **Instructional materials adopted in 2014-15 and later must include an electronic format that enables the user (teacher or student) to search for, gather, and organize specific standards-based instructional content by the Florida benchmark code. This format is encouraged for submissions prior to the 2014-15 adoption, but is not required until then.** Text only or .PDF versions of print-based submissions are not considered interactive digital content.

Universal Design for Curriculum Access

Because Florida will not have a separate call for exceptional education students, publishers who submit material for consideration will be required to incorporate strategies, materials, activities, etc., that consider the special needs of these students. In providing for students with special needs, Florida evaluators will be guided by the research reported in the document *Universal Design for Curriculum Access*. The following websites can be accessed for detailed information on this research:

<http://www.trace.wisc.edu/>

<http://www.cast.org>

Although Florida is not having a separate call for Exceptional Student Education (ESE) that is not to say that all materials will be equally suitable for all children. Florida's state instructional materials reviewers may, as always, identify some submissions as "especially suitable" for a particular group of students. Some groups may be reading below grade level or above grade level, may include reluctant readers or may include students with disabilities. Reviewer comments appear with adopted titles in the Florida Catalog of Adopted Materials and serve as a guide for teachers and/or administrators in search of materials.

Additionally, Access Points have been developed for each social studies benchmark in order to provide access to the general education curriculum for students with significant cognitive disabilities. The Access Points are learning targets that reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity are participatory, supported, and independent. *The Access Points are intended for use only for students with significant cognitive disabilities.*

Florida's Call for Publishers' Submissions 2011-2012 Social Studies Adoption

Florida will accept for consideration social studies materials configured as follows:

Grades K-5

- **K – 5 Social Studies Series**
- **K – 3 Social Studies Series**
- **Single Grade Level Submissions**

Social Studies - Grade Kindergarten - <http://www.floridastandards.org/Courses/PublicPreviewCourse1727.aspx>
Social Studies - Grade One - <http://www.floridastandards.org/Courses/PublicPreviewCourse1728.aspx>
Social Studies - Grade Two - <http://www.floridastandards.org/Courses/PublicPreviewCourse1729.aspx>
Social Studies - Grade Three - <http://www.floridastandards.org/Courses/PublicPreviewCourse1730.aspx>
Social Studies - Grade Four - <http://www.floridastandards.org/Courses/PublicPreviewCourse1731.aspx>
Social Studies - Grade Five - <http://www.floridastandards.org/Courses/PublicPreviewCourse1732.aspx>

Grades 6-8

▪ **Grade 6:**

M/J World History - <http://www.floridastandards.org/Courses/PublicPreviewCourse567.aspx>

M/J World History Advanced - <http://www.floridastandards.org/Courses/PublicPreviewCourse568.aspx>

▪ **Grade 7:**

M/J Civics Integrated - <http://www.floridastandards.org/Courses/PublicPreviewCourse560.aspx>

M/J Civics Integrated Advanced - <http://www.floridastandards.org/Courses/PublicPreviewCourse563.aspx>

M/J Civics (half year) - <http://www.floridastandards.org/Courses/PublicPreviewCourse561.aspx>

M/J Civics Advanced (half year) - <http://www.floridastandards.org/Courses/PublicPreviewCourse564.aspx>

M/J US Economics and Geography (half year) - <http://www.floridastandards.org/Courses/PublicPreviewCourse1773.aspx>

M/J US Economics and Geography Advanced (half year) -

<http://www.floridastandards.org/Courses/PublicPreviewCourse1774.aspx>

▪ **Grade 8:**

M/J US History - <http://www.floridastandards.org/Courses/PublicPreviewCourse538.aspx>

M/J US History Advanced - <http://www.floridastandards.org/Courses/PublicPreviewCourse540.aspx>

Grades 9-12

- United States Government - <http://www.floridastandards.org/Courses/PublicPreviewCourse633.aspx>
- United States Government Honors - <http://www.floridastandards.org/Courses/PublicPreviewCourse634.aspx>
- Economics - <http://www.floridastandards.org/Courses/PublicPreviewCourse575.aspx>
- Economics Honors - <http://www.floridastandards.org/Courses/PublicPreviewCourse577.aspx>
- United States History - <http://www.floridastandards.org/Courses/PublicPreviewCourse1723.aspx>
- United States History Honors - <http://www.floridastandards.org/Courses/PublicPreviewCourse590.aspx>
- World History - <http://www.floridastandards.org/Courses/PublicPreviewCourse662.aspx>
- World History Honors - <http://www.floridastandards.org/Courses/PublicPreviewCourse663.aspx>
- Advanced Placement US History - http://www.collegeboard.com/student/testing/ap/sub_ushist.html?ushist
- Advanced Placement Microeconomics - http://www.collegeboard.com/student/testing/ap/sub_miceco.html?micro

- Advanced Placement Macroeconomics - http://www.collegeboard.com/student/testing/ap/sub_maceco.html?macro
- Advanced Placement United States Government and Politics - http://www.collegeboard.com/student/testing/ap/sub_usgov.html?usgovpol
- Advanced Placement World History - http://www.collegeboard.com/student/testing/ap/sub_worldhist.html?worldhist

Course Descriptions for Florida's 2011-2012 Social Studies Adoption

GENERAL INFORMATION

Course Number: 5021020

Course Title: Social Studies - Grade Kindergarten

Course Section: Basic and Adult Education

Abbreviated Title: Soc Studies - K

Number of Credits: NA

Course Length: Year

Course Type: Core

Course Status: State Board Approved

General Notes: **Kindergarten: Living, Learning and Working Together** – The kindergarten social studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Kindergarten students will learn about themselves, their families, and the community. Students will be introduced to basic concepts related to history, geography, economics, and citizenship.

RELATED BENCHMARKS:

- 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 Title: Social Studies - Grade One

Course Section: Basic and Adult Education

Abbreviated Title: Soc Studies - 1

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, Geography, Economics, and Civics. First grade students will expand their knowledge of family and community through explorations in history, geography, and economics and learn about their role as a citizen in their home, school, and community.

RELATED BENCHMARKS:

- 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. (Pending approval of SBE in December, 2010.)
- 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 Title: Social Studies - Grade Two

Course Section: Basic and Adult Education

Abbreviated Title: Soc Studies - 2

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, Geography, Economics, and Civics. Second grade students will investigate the impact of immigration over time in the United States, explore the geography of North America, and discover the foundations of American citizenship.

RELATED BENCHMARKS:

- 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

Course Title: Social Studies - Grade Three

Course Section: Basic and Adult Education

Abbreviated Title: Soc Studies - 3

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, Geography, Economics, and Civics. Third grade students will learn about North America and the Caribbean. They will focus on the regions of the United States, Canada, Mexico, and the Caribbean Islands. Their study will include physical and cultural characteristics as they learn about our country and its neighbors.

RELATED BENCHMARKS:

- 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 Title: Social Studies - Grade Four

Course Section: Basic and Adult Education

Abbreviated Title: Soc Studies - 4

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, Geography, Economics, and Civics. Fourth grade students will learn about Florida history focusing on exploration and colonization, growth, and the 20th Century and beyond. Students will study the important people, places, and events that helped shape Florida history.

RELATED BENCHMARKS:

- 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

Course Title: Social Studies - Grade Five

Course Section: Basic and Adult Education

Abbreviated Title: Soc Studies - 5

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, Geography, Economics, and Civics. Fifth grade students will study the development of our nation with emphasis on the people, places, and events up to approximately 1850. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the initial inhabitation, exploration, colonization, and early national periods of American history. So that students can clearly see the relationship between cause and effect in history, students should also have the opportunity to explore how individuals and events of this period influenced later events in the development of our nation.

RELATED BENCHMARKS:

- 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.

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| 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: 2109010

Course Title: M/J World History

Course Section: Basic and Adult Education

Abbreviated Title: M/J WORLD HIST

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, Geography, Civics, and Economics. The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

RELATED BENCHMARKS:

- 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.
- MA.6.A.3.1 Write and evaluate mathematical expressions that correspond to given situations.
- 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.

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| 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. |

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| 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 Per |
| 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. |

GENERAL INFORMATION

Course Number: 2109020

Course Title: M/J World History, Advanced

Course Section: Basic and Adult Education

Abbreviated Title: M/J WORLD HIST ADV

Course Length: Year

Course Level: 3

Course Status: State Board Approved

General Notes: **Sixth Grade: M/J World History Advanced** - The sixth grade social studies curriculum consists of the following content area strands: World History, Geography, Civics, and Economics. The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

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

RELATED BENCHMARKS:

- 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;
- LA.6.6.2.4 The student will explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.
- MA.6.A.2.2 Interpret and compare ratios and rates.
- MA.6.A.3.1 Write and evaluate mathematical expressions that correspond to given situations.
- 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 civilizatio
- 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.

GENERAL INFORMATION

Course Number: 2106010

Course Title: M/J Civics Integrated

Course Section: Basic and Adult Education

Abbreviated Title: M/J CIVICS INTEGRATED

Course Length: Year

Course Level: 2

Course Status: State Board Approved

General Notes: **Seventh Grade: M/J Civics** – The seventh grade social studies curriculum consists of the following content area strands: Civics, Geography, and Economics. The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

RELATED BENCHMARKS:

- 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;
- MA.7.A.1.2 Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.
- MA.7.S.6.1 Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.
- 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.

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| 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.

GENERAL INFORMATION

Course Number: 2106020

Course Title: M/J Civics Integrated, Advanced

Course Section: Basic and Adult Education

Abbreviated Title: M/J CIVICS INTEGRATED ADV

Course Length: Year

Course Level: 3

Course Status: State Board Approved

General Notes: strong>Seventh Grade: M/J Civics, Advanced – The seventh grade social studies curriculum consists of the following content area strands: Civics, Geography, and Economics. The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

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

RELATED BENCHMARKS:

- 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.
- MA.7.S.6.1 Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.
- 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.

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| 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.

GENERAL INFORMATION

Course Number: 2106015

Course Title: M/J Civics

Course Section: Basic and Adult Education

Abbreviated Title: M/J CIVICS

Course Length: Semester (Half-year)

Course Level: 2

Course Status: Draft

General Notes: The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

RELATED BENCHMARKS:

- 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;
- MA.7.A.1.2 Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.
- MA.7.S.6.1 Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.
- 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.

GENERAL INFORMATION

Course Number: 2106025

Course Title: M/J Civics, Advanced

Course Section: Basic and Adult Education

Abbreviated Title: M/J CIVICS ADV

Course Length: Semester (Half-year)

Course Level: 3

Course Status: Draft

General Notes: The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

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

RELATED BENCHMARKS:

- 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.
- MA.7.S.6.1 Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.
- 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.

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| 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. |

GENERAL INFORMATION

Course Number: 2104010
Course Title: M/J United States Economics and Geography
Course Section: Basic and Adult Education
Abbreviated Title: M/J US ECON & GEO
Course Length: Semester (Half-year)
Course Level: 2
Course Status: Draft
General Notes:

RELATED BENCHMARKS:

- 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;
- MA.7.A.1.2 Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.
- MA.7.S.6.1 Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.
- 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.

GENERAL INFORMATION

Course Number: 2104015
Course Title: M/J United States Economics and Geography Advanced
Course Section: Basic and Adult Education
Abbreviated Title: M/J US ECON & GEO ADV
Course Length: Semester (Half-year)
Course Level: 2
Course Status: Draft
General Notes:

RELATED BENCHMARKS:

- 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.

GENERAL INFORMATION

Course Number: 2100010

Course Title: M/J United States History

Course Section: Basic and Adult Education

Abbreviated Title: M/J US HIST

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

Mathematics Benchmark Guidance - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

RELATED BENCHMARKS:

- 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.
- MA.8.A.1.6 Compare the graphs of linear and non-linear functions for real-world situations.
- 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.

GENERAL INFORMATION

Course Number: 2100020

Course Title: M/J United States History, Advanced

Course Section: Basic and Adult Education

Abbreviated Title: M/J US HIST ADV

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

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

Mathematics Benchmark Guidance - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

RELATED BENCHMARKS:

- 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.
- MA.8.A.1.6 Compare the graphs of linear and non-linear functions for real-world situations.
- 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.

GENERAL INFORMATION

Course Number: 2109310

Course Title: World History

Course Section: Basic and Adult Education

Abbreviated Title: WORLD HIST

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, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

RELATED BENCHMARKS:

- 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.
- MA.912.A.2.2 Interpret a graph representing a real-world situation.
- SS.912.G.1.1 Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
- SS.912.G.1.2 Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3 Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.2.1 Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.2.2 Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.2.3 Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
- SS.912.G.4.1 Interpret population growth and other demographic data for any given place.
- SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3 Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.G.4.7 Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
- SS.912.G.4.9 Use political maps to describe the change in boundaries and governments within continents over time.
- SS.912.H.1.3 Relate works in the arts to various cultures.
- SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2 Compare time measurement systems used by different cultures.

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| SS.912.W.1.3 | Interpret and evaluate primary and secondary sources. |
| SS.912.W.1.4 | Explain how historians use historical inquiry and other sciences to understand the past. |
| SS.912.W.1.5 | Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). |
| SS.912.W.1.6 | Evaluate the role of history in shaping identity and character. |
| SS.912.W.2.1 | Locate the extent of Byzantine territory at the height of the empire. |
| SS.912.W.2.2 | Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion. |
| SS.912.W.2.3 | Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure. |
| SS.912.W.2.4 | Identify key figures associated with the Byzantine Empire. |
| SS.912.W.2.5 | Explain the contributions of the Byzantine Empire. |
| SS.912.W.2.6 | Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome. |
| SS.912.W.2.7 | Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire. |
| SS.912.W.2.8 | Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent. |
| SS.912.W.2.9 | Analyze the impact of the collapse of the Western Roman Empire on Europe. |
| SS.912.W.2.10 | Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization. |
| SS.912.W.2.11 | Describe the rise and achievements of significant rulers in medieval Europe. |
| SS.912.W.2.12 | Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power. |
| SS.912.W.2.13 | Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe. |
| SS.912.W.2.14 | Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe. |
| SS.912.W.2.15 | Determine the factors that contributed to the growth of a modern economy. |
| SS.912.W.2.16 | Trace the growth and development of national identity in England, France, and Spain. |
| SS.912.W.2.17 | Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. |
| SS.912.W.2.18 | Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. |
| SS.912.W.2.19 | Describe the impact of Japan's physiography on its economic and political development. |
| SS.912.W.2.20 | Summarize the major cultural, economic, political, and religious developments in medieval Japan. |
| SS.912.W.2.21 | Compare Japanese feudalism with Western European feudalism during the Middle Ages. |
| SS.912.W.2.22 | Describe Japan's cultural and economic relationship to China and Korea. |
| SS.912.W.3.1 | Discuss significant people and beliefs associated with Islam. |
| SS.912.W.3.2 | Compare the major beliefs and principles of Judaism, Christianity, and Islam. |
| SS.912.W.3.3 | Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula. |
| 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.

GENERAL INFORMATION

Course Number: 2109320

Course Title: World History Honors

Course Section: Basic and Adult Education

Abbreviated Title: WORLD HIST HON

Number of Credits: One credit (1)

Course Length: Year

Course Level: 3

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, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

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

RELATED BENCHMARKS:

- 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.
- MA.912.A.2.2 Interpret a graph representing a real-world situation.
- 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.

GENERAL INFORMATION

Course Number: 2100310

Course Title: United States History

Course Section: Basic and Adult Education

Abbreviated Title: US HIST

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 9-12 Course** – The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

RELATED BENCHMARKS:

- 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.
- MA.912.A.2.2 Interpret a graph representing a real-world situation.
- 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.

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

GENERAL INFORMATION

Course Number: 2100320

Course Title: United States History Honors

Course Section: Basic and Adult Education

Abbreviated Title: US HIST HON

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 9-12 Course** – The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

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

RELATED BENCHMARKS:

- 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.
- MA.912.A.2.2 Interpret a graph representing a real-world situation.
- 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.

GENERAL INFORMATION

Course Number: 2106310
Course Title: United States Government
Course Section: Basic and Adult Education
Abbreviated Title: US GOVT
Number of Credits: Half credit (.5)
Course Length: Semester
Course Level: 2
Course Status: State Board Approved
Graduation Requirements: American Government (AG)

RELATED BENCHMARKS:

- 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.
- MA.912.A.2.2 Interpret a graph representing a real-world situation.
- MA.912.D.3.1 Use election theory techniques to analyze election data.
- MA.912.D.3.2 Use weighted voting techniques to decide voting power within a group.
- 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.

GENERAL INFORMATION

Course Number: 2106320

Course Title: United States Government Honors

Course Section: Basic and Adult Education

Abbreviated Title: US GOVT HON

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

RELATED BENCHMARKS:

- 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.
- MA.912.A.2.2 Interpret a graph representing a real-world situation.
- MA.912.D.3.1 Use election theory techniques to analyze election data.
- MA.912.D.3.2 Use weighted voting techniques to decide voting power within a group.
- 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.

GENERAL INFORMATION

Course Number: 2102310
Course Title: Economics
Course Section: Basic and Adult Education
Abbreviated Title: ECON
Number of Credits: Half credit (.5)
Course Length: Semester
Course Level: 2
Course Status: State Board Approved
Graduation Requirements: Economics (EC)

RELATED BENCHMARKS:

- 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.
- MA.912.A.2.2 Interpret a graph representing a real-world situation.
- MA.912.D.4.1 Solve maximal profit/minimal cost problems.
- MA.912.F.3.1 Compare the advantages and disadvantages of using cash versus a credit card.
- MA.912.F.3.2 Analyze credit scores and reports.
- MA.912.F.3.3 Calculate the finance charges and total amount due on a credit card bill.
- MA.912.F.3.6 Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees.
- 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.

GENERAL INFORMATION

Course Number: 2102320

Course Title: Economics Honors

Course Section: Basic and Adult Education

Abbreviated Title: ECON HON

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

RELATED BENCHMARKS:

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.

MA.912.A.2.2 Interpret a graph representing a real-world situation.

MA.912.D.4.1 Solve maximal profit/minimal cost problems.

MA.912.F.3.1 Compare the advantages and disadvantages of using cash versus a credit card.

MA.912.F.3.2 Analyze credit scores and reports.

MA.912.F.3.3 Calculate the finance charges and total amount due on a credit card bill. Low

MA.912.F.3.6 Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees.

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.
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- 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.

Research Base and Major Priorities for Instructional Materials

The priorities as described in this specification document were developed from research findings about what makes instructional materials effective. (FDOE, *Priorities for Evaluating Instructional Materials: Research Update*, 2008 - <http://realm.cimes.fsu.edu/resources/files/researchReportfinal.pdf>). These priorities have undergone review by individuals who have served on state and district committees, by curriculum specialists, by instructional designers, by evaluation specialists, and by administrators of the statewide adoption system.

Instructional materials must be effective in three major priority areas: content, presentation, and learning. The following sections describe essential features for each of these priority areas. These features generally apply to all formats of instructional materials, whether print, digital, or other media formats.

Content

Some features of content coverage have received progressively more attention over the past decade. These features include:

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS

Sections 1006.34(2)(b); 1006.38(3)(b); 1006.31(2), Florida Statutes

B. LEVEL OF TREATMENT OF CONTENT

Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes

C. EXPERTISE FOR CONTENT DEVELOPMENT

Section 1006.38(15), Florida Statutes

D. ACCURACY OF CONTENT

Sections 1006.38(8); 1006.31(2)(e); 1006.35, Florida Statutes

E. CURRENTNESS OF CONTENT

Sections 1006.38(8); 1006.31(2)(e), Florida Statutes

F. AUTHENTICITY OF CONTENT

Sections s 1006.31(2)(e); 1006.34(2)(b); 1003.42, Florida Statutes

G. MULTICULTURAL REPRESENTATION

Sections 1003.42; 1006.31(2)(a); 1006.34(2)(b), Florida Statutes

H. HUMANITY AND COMPASSION

Sections 1003.42; 1006.31(2)(c); 1006.34(2)(b), Florida Statutes

The following sections describe the content features expected for each of these priority areas.

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS

Content must align with the state’s standards and benchmarks and course descriptions for the subject area.

See Sections 1006.34(2)(b); 1006.38(3)(b); 1006.31(2), Florida Statutes.

Correlations. Publishers are required to align materials with Next Generation Sunshine State Standards and course descriptions for the subject area. In addition, the publisher must provide correlation charts in the provided form to show exactly where the instructional materials cover the NGSSS benchmarks outlined in the course descriptions to the FDOE. For Advanced Placement (AP) submissions, publishers are required to provide correlation charts in the provided form to show exactly where the instructional materials cover the AP course content provided by the College Board.

Scope. The content should address Florida’s required curriculum standards and benchmarks for the subject, grade level, and learning outcomes, including thinking and learning skills.

Completeness. The content of the major tool should be complete enough to stand on its own. To be useful for classroom instruction, instructional materials must be adaptable to the instructional goals and course outlines for individual school districts, as well as the state standards and benchmarks. Content should have no major omissions in the required content coverage. They may include concepts and topics that enrich and extend learning, but should be free of unrelated facts and information that would detract from achievement of Florida’s specified Course Descriptions and NGSSS and benchmarks.

Note: For the subject area of social studies, submissions must include access to both primary and secondary sources, such as photographs, diary/journal entries, letters, artifacts, music, newspaper/magazine articles, interviews, maps, and video as appropriate. These resources should be provided in a digitized format when possible.

B. LEVEL OF TREATMENT OF CONTENT

The level of complexity or difficulty of content must be appropriate for the standards and benchmarks, student abilities, grade level, and time periods allowed for teaching.

See Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

Objectives. Content should be simple, complex, technical, or non-technical enough for the intended objectives.

Students. Content should be developmentally appropriate for the age and maturity level of the intended students. It should contain sufficient details for students to understand the significance of the information and to engage in reflection and discussion.

Time. The level of complexity or difficulty of content also should allow for its coverage during the time periods available for teaching the subject.

C. EXPERTISE FOR CONTENT DEVELOPMENT

Expertise in the content area and in education of the intended students must be reflected in the authors, reviewers, and sources that contributed to the development of the materials.

See Sections 1006.38(15), Florida Statutes.

Authorship. The authors, consultants, and reviewers must have actually contributed to the development of the instructional materials and should have credentials that reflect expertise in the subject area, course, course category, grade level, pedagogy, education, teaching, or classroom instruction. Qualifications may include expertise in educational psychology or instructional design.

Sources. Primary and secondary sources should reflect expert information for the subject, such as relevant data from research journals and other recognized scientific sources. The types of sources considered appropriate will vary with the particular subject area.

D. ACCURACY OF CONTENT

Content must be accurate in historical context and contemporary facts and concepts.

See Sections 1006.38(8); 1006.31(2)(e); 1006.35, Florida Statutes.

Objectivity. Content that is included in the materials must accurately represent the domain of knowledge and events. It should be factual and objective. It must be free of mistakes, errors, inconsistencies, contradictions within itself, and biases of interpretation. It should be free of the biased selection of information. Materials should distinguish between facts and possible interpretations or opinions expressed about factual information. Visuals or other elements of instruction should contribute to the accuracy of text or narrative.

Representativeness. The selection of content should not misrepresent the domain of knowledge and events. It should include the generally accepted and prevalent theories, major concepts, laws, standards, and models used within the discipline of the subject area.

Correctness. Presentation of content should be free of typographical and visual errors. It should include correct grammar, spelling, linguistics, terminology, definitions, descriptions, visuals, graphs, sounds, videos, and all other components of the instructional materials. No more than two benchmarks and benchmark codes at point of use in the student and teacher major tool of instruction can be missing, and even then the publisher must agree to correct the omission(s) for future printings.

E. CURRENTNESS OF CONTENT

Content must be up to date for the academic discipline and the context in which the content is presented.

See Sections 1006.38(8); 1006.31(2)(e) Florida Statutes.

Dates or editions. Copyright dates for photographs and other materials and editions should suggest sufficient currentness of content. Copyright dates and editions serve as indicators of currentness. However, neither the copyright date nor the edition guarantees currentness. Subsequent editions should reflect more up-to-date information than earlier editions. Informed examination of the text, narrative, and visuals contained in the materials provides the most direct information about currentness of the materials.

Note: In the subject area of social studies, currentness of the instructional materials is essential. Publishers are encouraged to provide resources which support integration of current events into regular instruction.

Context. Text or narrative, visuals, photographs, and other features should reflect the time periods appropriate for the objectives and the intended learners.

- Sometimes, context should be current. For example, a photograph used to show stages of human growth and development will be more relevant when the clothing, hairstyles, and activities reflect present-day styles.
- Sometimes, context should be historical. For example, illustrations and photographs of historical events should reflect the historical time period.
- Sometimes, context should be both current and historical. For example, historic images alongside modern ones would convey changes in styles over time.
- At all times, the context should be relevant to the learners, to the curriculum frameworks, to the standards and benchmarks, and to the concept presented.

F. AUTHENTICITY OF CONTENT

Content should include problem-centered connections to life in a context that is meaningful to students.

See Sections 1006.31(2)(e); 1006.34(2)(b); 1003.42 Florida Statutes.

Life connections. Instructional materials should include connections to the student's life situations to make the content meaningful. Students might be expected to deal with time constraints, consider risks and trade-offs in decision making, and work with teams. Connections may be made to situations of daily home life, careers, vocation, community events and services, and leisure or recreation.

Interdisciplinary treatment. Instructional materials also should include interdisciplinary connections to make content meaningful. Examples of situations that connect a variety of subject areas include building projects, playing sports, retrieving information or objects, balancing budgets, creating products, and researching information. In addition to subject-area connections, instructional materials should connect the course or course category to other disciplines and student experiences.

Examples of approaches to interdisciplinary connections include:

- explanations and activities for using skills and knowledge from other academic disciplines
- assignments that require students to relate learning from other disciplines rather than to isolated knowledge or skills
- the focus on common themes across several subject areas (infusion, parallel, transdisciplinary, or multidisciplinary instruction)

G. MULTICULTURAL REPRESENTATION

Portrayal of gender, ethnicity, age, work situations, and various social groups must include multicultural fairness and advocacy.

See Sections 1003.42; 1006.31(2)(a); 1006.34(2)(b), Florida Statutes.

Multicultural fairness. Through balanced representation of cultures and groups in multiple settings, occupations, careers, and lifestyles, the materials should support equal opportunity without regard to age, color, gender, disability, national origin, race, or religion. What matters most is not the number of pages devoted to diversity, equity, or work roles, but the substance of what is stated and portrayed. For this reason, it can be misleading to count the number of pages or illustrations devoted to a social issue or group. It is more important to focus on the integration of social diversity throughout a set of instructional materials.

In addition to balanced representations, the portrayal of individuals and situations must exclude biases and stereotypes. These portrayals must promote an understanding and appreciation of the importance and contributions of diverse cultures and heritage.

Multicultural advocacy. The understanding and appreciation of multiple cultures extends beyond fair representation. It involves embracing a multicultural context, not just through pictures, but through information about ways to honor differences and deal with conflicts, promote a positive self-image for members of all groups, and provide for the development of healthy attitudes and values.

Effective treatment of multicultural issues requires consideration of the age and ability levels of students and whether or not it is appropriate to include multicultural issues in the study of a particular topic, such as the memorization of a formula or equation. Overall, however, materials should reflect both multicultural fairness and advocacy.

H. HUMANITY AND COMPASSION

Portrayal of the appropriate care and treatment of people and animals must include compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment.

See Sections 1003.42; 1006.31(2)(c); 1006.34(2)(b), Florida Statutes.

Inclusion of compassion. When providing examples in narrative or visuals, materials sometimes depict the care and treatment of people and animals. Generally, this means showing in some way a measure of compassion, sympathy, or consideration of their needs and feelings.

Exclusion of inhumanity. In the context of personal and family values, Florida expressly prohibits material containing *hard-core pornography*. In addition, although the definition of *inhumane treatment* can sometimes appear to be controversial, as in science research, there is general agreement that instructional materials should not advocate any form of inhumane treatment.

As with the evaluation of multicultural representation, it is important to consider the context of the subject and the age and abilities of the students.

Presentation

Features of presentation affect the practical usefulness of materials and the ease of finding and understanding content. These features include:

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES

Sections 1006.29(2); 1006.34(2)(b), Florida Statutes

B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS

1006.34(2)(b), Florida Statutes

C. ORGANIZATION OF INSTRUCTIONAL MATERIALS

Section 1006.34(2)(b), Florida Statutes

D. READABILITY OF INSTRUCTIONAL MATERIALS

Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes

E. PACING OF CONTENT

Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes

F. EASE OF USE OF MATERIALS

Sections 1006.29(2); 1006.38(3)(a); 1006.34(2)(b); 1006.38(5); 1006.38(6)(7)(8)(9), Florida Statutes

The following sections describe the presentation features expected for each of these areas.

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES

Resources must be complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

See Sections 1006.29(4); 1006.34(2)(b), Florida Statutes.

Note: In the subject area of social studies, the following types of student and teacher resources and methods are particularly important.

- **Art, literature, and music**
- **Primary sources**
- **Secondary sources**
- **Instructional technology resources for teachers and students including simulation applications, multi-media support and other social studies based applications**
- **Shared, guided, and independent readings of nonfiction and historical fiction**
- **Activities that assist teachers with whole class discussions**
- **Activities which promote cooperative learning, role playing, and group/project based learning**
- **Activities that provide the development of geographic skills especially reading and interpreting maps, charts, graphs and support for Geographic Information Systems skill development as defined by the NGSSS for Social Studies**
- **Activities that require research using a variety of print, nonprint, and digital sources**

Materials should contain support for students in completing instructional activities and assessments and for teachers in implementing all of the instructional elements. A variety of components can accomplish this purpose. Typically, materials will include test items, study guides, outlines and strategies for teaching, media supplements, learning activities, and projects.

The major components generally expected for student and teacher resources are listed below.

Student resources. Student materials typically include the major text or program with text or narration, visuals, assignments, and assessments. Formats may include print, audio, visual, digital, or other media such as CDs, DVDs, PowerPoint® presentations, or software adaptable for interactive whiteboards.

Effective instructional materials generally integrate the use of reference aids (e.g., index, glossary, maps, bibliography, graphic organizers, and pictures) with the topic being studied. Items that guide students through materials might include clearly labeled materials, directions and explanations, and assignments with menus of choices.

Review and practice activities might include participation activities such as simulations, role-playing situations, investigations, and hands-on practice assignments. Review activities might include self-checks or quizzes. Formats might include worksheets, workbooks, journals, lab books, lab logs, charts, or maps. Feedback might be in the form of answer keys in student materials or in teacher materials.

Review works best as a logical extension of content, goals, objectives, and lessons, with increased similarity to real-life situations. Review activities should require students to recall or apply previously taught knowledge and skills. Frequent short reviews over time or space improve learning more than a concentrated review. Assignments and stages of small practice improve speed and accuracy.

Other components might include enrichment and remediation activities, additional resources, and tests and assessment tools either in the student materials or in the teacher's guide or edition.

Teacher resources. Teacher materials typically include a teacher's edition with the annotated student text and copies of ancillary written materials with answer keys, worksheets, tests, diagrams, non-consumables, as well as consumables, etc., so that the teacher has to use only one guide. Formats may include print, audio, visual, digital, or other media such as CDs, DVDs, PowerPoint® presentations, or software adaptable for interactive whiteboards. In-

service training, workshops, and consulting services should be made available by publishers to support teachers in implementing instructional materials. Professional development is essential to the success of any program, especially when a program contains non-traditional elements. Publishers should clearly indicate the recommended amount and types of professional development they will provide, and they should work with districts and schools to ensure that teachers receive the support they need. The materials for the teacher should support continued teacher learning.

Support, guidelines, resources, or features such as the ones described below should be available to help teachers effectively implement materials in classroom and school settings.

- **Components and materials are easy to use.** Examples include clearance, license, or agreement for copying and use of materials; clear description and accurate directions for use of required equipment, facilities, resources, and environment; clearly labeled grade, lesson, content, and other information to identify components; correct specifications for making instructional media and electronic programs work effectively.
- **Materials support lesson planning, teaching, and learning.** Examples include overview of components and objectives; background for lectures and discussions; technical terminology, and reinforcement and review strategies; scope-and-sequence chart for activities and planning; sample lesson plans; suggestions for individualized study, small-group and large-group presentations and discussions, school-to-work activities, field or laboratory experiences, safety procedures, and other extension activities; suggestions for integrating themes across the subject area or course curriculum and forming connections to other disciplines; and suggestions for parental and community involvement.
- **Suggestions are provided for adapting instruction for varying needs.** Examples include alternative approaches to teaching, pacing, and options for varied delivery of instruction such as media, tools, equipment, and emerging technology; strategies for engaging all students, such as open-ended questions to stimulate thinking, journals, hands-on investigations, explorations, and multi-sensory approaches; suggestions for addressing common student difficulties or adapting to multiple learning styles; and alternative reteaching, enrichment, and remediation strategies.
- **Guidelines and resources are provided on how to implement and evaluate instruction.** Examples include answers to work assignments, practice activities, and tests; sample projects or research results; suggestions for using learning tasks for classroom assessment; and guidelines for alternative assessments, such as sample checklists, rubrics, peer or performance assessments, and portfolios.
- **Resources are provided to use in classroom activities.** Examples include technology resources; lists of resources, websites, and references; reading strategies; materials for displays or photocopies; classroom management strategies and documentation on how to manage the entire instructional program; and in-service workshops or consultation support from the publisher.

B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS

All components of an instructional package must align with each other, as well as with the curriculum.

1006.34(2)(b), Florida Statutes.

All components of an instructional package—teacher’s edition and materials, student’s edition and materials, workbook, all ancillary materials—must be integrated and interdependent and must correspond with each other. For example, support materials in the teacher’s edition should align with student activities or assignments. They must match in content and progression of instructional activities.

C. ORGANIZATION OF INSTRUCTIONAL MATERIALS

The structure and format of materials must have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences.

See Section 1006.34(2)(b), Florida Statutes.

Providing an explicit and teachable structure can double the amount of information remembered. Clear organization allows students and teachers to discriminate important pieces of information through skimming, reading, or browsing.

Clear organization may be accomplished through a combination of features, but generally not through one feature alone.

Access to content. Some features help in searching and locating information, such as a table of contents; content scope-and-sequence chart; menu or map of content; directions on how to locate information or complete assignments; an index for quick reference; goals and/or objectives, outlines, lists, or checklists for major sections; bibliographies and lists of resources; glossaries for quick access to major terms; and introductions, key concepts and themes, visual cues, illustrations, labeled examples, and labeled reviews or summaries.

Visible structure and format. At-a-glance features should signal the organization of content. The following features are desirable:

- chapter or unit titles and/or frames; headings and subheadings;
- typographic cues such as bold, italics, or changes in size of type;
- divisions of content such as borders, boxes, circles, highlighting, visual signposts, icons, or color cues;
- diagrams, labels, and visuals placed near the related content; and numbering of pages and other components.

Objectives or a content outline may serve a similar purpose by introducing main ideas, providing guideposts to use in searching for key information, or serving as a checklist for self-assessment.

Certain types of brief narrative sections also contribute to clear organization. For example, the statement of a clear purpose with content organized around main ideas, principles, concepts, and logical relationships supports the unity and flow of information. Introductions also play a major role when they include anchoring ideas, a list of key points, or conceptual schemes such as metaphors. Summaries also can assist students in understanding the logical order of topics presented.

Logical organization. The pattern of organization of the content should be consistent and logical for the type of subject or topic. Patterns of organization may include compare and contrast, time sequence, cause-effect or problem-solution-effect, concrete-to-abstract, introduction-review-extension (spiral structure), simple-to-complex, whole-part or part-whole, generalization-examples-review-practice, and conflict-inside view-structure.

D. READABILITY OF INSTRUCTIONAL MATERIALS

Narrative and visuals should engage students in reading or listening as well as in understanding the content at a level appropriate to the students' abilities.

See Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

Language style. Language style and visual features can influence the readability of materials. Yet, a popular tool for assessing readability has been the use of a *readability formula* of one type or another. These formulas tend to focus only on a few *countable* characteristics of language style such as the length of words, sentences, and/or paragraphs.

Other features are more important in establishing the readability of instructional materials, such as:

- organized, coherent text
- language and concepts familiar to the student
- language that clarifies, simplifies, and explains information
- transition words such as “yet,” “also,” “next,” “for example,” “moreover,” or “however”
- other phrases that create logical connections
- words with concrete and specific images
- active rather than passive voice
- varied sentence structures
- avoiding choppy sentences and unnecessary words
- specific questions or directions to guide student attention to visuals or key information

Visual features. Visual features that improve readability include:

- print that is dark and clear, with good contrast
- paper with clean-cut edges without glare, or computer screens without glare

- margins wide enough on a page or screen to allow easy viewing of the text
- chunking text (sentence ends on same page it begins)
- visuals that are relevant, clear, vivid, and simple enough for students to understand
- quantity of visuals suitable for the intended students (Both lower-ability students and higher-ability students tend to require more visuals.)
- unjustified text (ragged on the right) rather than justified (lined up on the right)
- visuals that contain information in a form different from the text
- graphs, charts, maps, and other visual representations integrated at their point of use
- colors, size of print, spacing, quantity, and type of visuals suitable for the abilities and needs of the intended students

E. PACING OF CONTENT

The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

See Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

It is important that materials contain “bite-size” chunks or blocks of information. The chunks should not be so large, nor the pacing so fast, as to overwhelm students. Neither should the chunks be so small, nor the pacing so slow, as to bore them.

F. EASE OF USE OF MATERIALS

Both print and other media formats of instructional materials must be easy to use and replace and be durable enough for multiple uses over time.

See Sections 1006.29(2); 1006.38(3)(a); 1006.34(2)(b); 1006.38(5); 1006.38(6)(7)(8)(9), Florida Statutes.

Warranty. The physical and technical qualities of materials should match the description contained in the publisher’s warranty.

Use. Materials must be designed for practical use in the classroom and school environments. They must be easy to identify and store. Teachers and students must be able to access and use the materials. Some of the factors influencing their ease of use include number of components, size of components, packaging, quality of materials, equipment requirements, and cost to purchase or replace components.

The best choice about weight, size, and number of volumes depends on several factors, such as the organization of the content, how well separate volumes may fit time periods for instruction, and the ages of students. Technical production requirements, such as page limits or different types of bindings, may lead to multiple volumes.

Examples of classroom use include repeated copying of consumable materials and repeated use of other materials by students over time. Students should be able to easily use the materials and take home, in a convenient form, most of the material they need to learn for the course.

Technology-rich resources should work properly, without the purchase of additional software, and run without error. Electronic media for student use should be encoded to prevent accidental or intentional erasure or modification. As with textbooks, electronic media should allow students to easily access and interact with them without extensive supervision or special assistance.

The physical and technical qualities of materials should match with the resources of the schools. Materials such as videos, software, CDs, Internet sites, and transparencies may serve instructional purposes well, but have little value unless they can be implemented with the school’s equipment. Publishers should include training, in-service, and consultation to help in effective use of the materials.

Durability. Students and teachers should be able to have materials that will be durable under conditions of expected use. For example, boxes, books, or other materials should not fall apart after normal classroom use. The packaging and form of materials should be flexible and durable enough for multiple uses over time. Durability includes considerations such as

- high-quality paper, ink, binding, and cover
- strength of back, joints, body block, and individual pages
- worry-free technology that runs properly, with audio and visual material that is easy to hear, see, and control.
- the publisher’s guarantee for replacement conditions and agreements for reproduction necessary to effectively use the materials

Cost. *Florida’s Commissioner of Education will consider the impact of cost in making final decisions.* Cost, while not a direct factor in ease of use, influences the ease with which materials can be obtained or replaced. The impact of cost can be complex to estimate. It requires considering the number of materials available at no additional cost with the purchase of the major program or text, the cost over the adoption period of several years, and the number of ongoing free materials to support implementation. Attractive features such as higher quality paper and visuals and greater use of color **may escalate cost, without enhancing learning effectiveness.**

Learning

The following features have been found to promote learning and apply to most types of learning outcomes.

A. MOTIVATIONAL STRATEGIES

Sections 1006.31(2)(e); 1006.34(2)(b); 1006.38(4), Florida Statutes

B. TEACHING A FEW “BIG IDEAS”

Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes

C. EXPLICIT INSTRUCTION

Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes

D. GUIDANCE AND SUPPORT

Section 1006.31(2)(e); 1006.34(2)(b), Florida Statutes

E. ACTIVE PARTICIPATION OF STUDENTS

Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes

F. TARGETED INSTRUCTIONAL STRATEGIES

Sections 1006.31(2)(e); 1006.34(2)(b); 1003.42, Florida Statutes

G. TARGETED ASSESSMENT STRATEGIES

Sections 1006.31(2)(e); 1006.34(2)(b); 1006.38(4), Florida Statutes

The following sections describe the learning features expected for each of these priority areas.

A. MOTIVATIONAL STRATEGIES

Instructional materials must include features to maintain learner motivation.

See Sections 1006.31(2)(e); 1006.34(2)(b); 1006.38(4), Florida Statutes.

Expectations. Materials should positively influence the expectations of students. Examples include:

- positive expectations for success
- novel tasks or other approaches to stimulate intellectual curiosity
- meaningful tasks related to student interests, cultural backgrounds, and developmental levels
- activities with relevance to the student’s life
- thought-provoking challenges such as paradoxes, dilemmas, problems, controversies, and questioning of traditional ways of thinking
- challenges that are neither too difficult to achieve nor so easy that students become bored
- hands-on tasks in a concrete context and images, sounds, analogies, metaphors, or humorous anecdotes
- variety, including the opportunity for students to ask their own questions, set their own goals, and make other choices during learning

Feedback. Materials should include informative and positive feedback on progress. Examples include:

- frequent checks on progress, including testing
- explanatory feedback with information about correctness of responses, how to avoid or correct common

mistakes, and/or different approaches to use

- varied forms of assessments (self-assessment, peer assessment, and some learning tasks without formal assessments)

Appearance. Materials should have an appearance generally considered attractive to the intended students.

B. TEACHING A FEW “BIG IDEAS”

Instructional materials should thoroughly teach a few important ideas, concepts, or themes.

See Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

Focus. Thoroughly teaching a few big ideas provides focus for the learner’s attention. It provides an organizing framework for integrating new information.

Completeness. The thorough teaching of a few big ideas may focus on developing a deeper and more complete understanding of the major themes of a discipline, the content of the subject area, relationships to other disciplines, and the thinking and learning skills required for achieving the specified learning outcomes.

C. EXPLICIT INSTRUCTION

Instructional materials must contain clear statements of information and outcomes.

See Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

Clarity of directions and explanations. To support success in learning, instructional materials should include clear presentation and explanations of:

- purposes, goals, and expected outcomes
- concepts, rules, information, and terms
- models, examples, questions, and feedback

For example, development of specific thinking skills requires an explicit statement of the particular *thinking skills* to be learned, along with the *strategies* or *steps to follow*. Explicit instruction for thinking skills might also involve showing *examples* of successful thinking contrasted with examples of poor thinking processes.

Similarly, the development of learning skills requires explicit directions about *when* and *how* to perform activities such as note taking, outlining, paraphrasing, abstracting and analyzing, summarizing, self-coaching, memory strategies, persistence, preview and questioning, reading and listening, reflecting, and reciting.

Exclusion of ambiguity. Instructional materials should avoid terms and phrases with ambiguous meanings, confusing directions or descriptions, or inadequate explanations.

D. GUIDANCE AND SUPPORT

Instructional materials must include guidance and support to help students safely and successfully become more independent learners and thinkers.

See Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

Level. The type of guidance and support that helps students become more independent learners and thinkers is sometimes referred to as *scaffolding*. Scaffolding is a solid structure of support that can be removed after a job has been completed. As students gain proficiency, support can diminish, and students can encounter more complex, life-centered problems. Information and activities should provide guidance and support at the level that is needed—no more and no less. Too much can squelch student interest, and too little can lead to failure.

Guidance and support can be accomplished by a combination of the following features:

- organized routines
- advanced organizers or models such as
 - ◇ condensed outlines or overviews
 - ◇ simplified views of information
 - ◇ visual representations of new information during initial instruction

- ◇ sample problems
- ◇ questions to focus on key ideas or important features
- ◇ examples of solved problems
- ◇ explanations of how the problems were solved
- ◇ examples of finished products or sample performances
- ◇ analogies, metaphors, or associations to compare one idea to another
- prompts or hints during initial practice
- step-by-step instructions
- immediate and corrective feedback on the accuracy of performance of each step or task, on how to learn from mistakes, and on how to reach the correct answer
- simulations with features for realistic practice
- opportunities for students to do research and to organize and communicate results

Adaptability. Guidance and support must be adaptable to developmental differences and various learning styles. For example, young children tend to understand concepts in concrete terms and over generalize new concepts. Some students need more time, some tend to be more impulsive than reflective, some have trouble distinguishing relevant from irrelevant information, and some have better written than spoken language skills. Approaches for developmental differences and various learning styles of students include:

- a variety of *activities* such as
 - ◇ structured and unstructured activities
 - ◇ independent and group work
 - ◇ teacher-directed and discovery learning
 - ◇ visual and narrative instruction
 - ◇ hands-on activities
 - ◇ open-ended activities
 - ◇ practice without extrinsic rewards or grades
 - ◇ simple, complex, concrete, and abstract examples
 - ◇ variable pacing or visual breaks
- a variety of *modalities* for the various learning styles of students, such as
 - ◇ linguistic-verbal
 - ◇ logical-mathematical
 - ◇ musical
 - ◇ spatial
 - ◇ bodily-kinesthetic
 - ◇ interpersonal
 - ◇ intrapersonal
 - ◇ naturalist

E. ACTIVE PARTICIPATION OF STUDENTS

Instructional materials must engage the physical and mental activity of students during the learning process.

See Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

Assignments. Instructional materials should include organized activities of periodic, frequent, short assignments that are logical extensions of content, goals, and objectives.

Student responses. Assignments should include questions and application activities during learning that give students opportunities to respond. Active participation of students can be accomplished in a variety of ways. For example, information and activities might require students to accomplish types of activities such as:

- responding orally or in writing

- creating visual representations (charts, graphs, diagrams, and illustrations)
- generating products
- generating their own questions or examples
- thinking of new situations for applying or extending what they learn
- completing discovery activities
- adding details to big ideas or concepts from prior knowledge
- forming their own analogies and metaphors
- practicing lesson-related tasks, procedures, behaviors, or skills
- choosing from a variety of activities

F. TARGETED INSTRUCTIONAL STRATEGIES

Instructional materials should include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

See Sections 1006.31(2)(e); 1006.34(2)(b); 1003.42, Florida Statutes.

Alignment. Research has documented the strategies that are effective for achieving different types of learning outcomes. The learning strategies included in instructional materials should match the findings of research for the targeted learning outcomes. Different types of learning outcomes require different strategies. For example, a strategy for memorizing verbal information might be helpful, but it might not align with the strategies required for learning a concept or for learning how to solve a problem.

Completeness. Not only should strategies be aligned, but they also should be complete enough to effectively teach the targeted outcomes. For example, while the explanation of a problem-solving method or model might be appropriate, other strategies also would be necessary in order for students to learn how to resolve different types of problems.

Research summary. Researchers sometimes use different terms for similar outcomes. For example, *thinking skills* and *metacognition* refer to some of the same types of skills. The following alphabetical list includes terms as they have appeared in research, even though some terms clearly overlap with each other.

- attitudes
- cognitive strategies
- comprehension and understanding
- concepts
- creativity
- critical thinking
- insight
- metacognition
- motor skills
- multiple intelligences
- problem solving
- knowledge of procedures, principles, and rules
- scientific inquiry
- thinking skills
- verbal information, knowledge, or facts

Effective Teaching Strategies to Support the Development of Specific Learning Outcomes

Attitudes

- Explain and show consequences of choices, actions, or behaviors.
- Provide relevant human or social models that portray the desired choices, actions, or behaviors.

Reading

- Provide appropriate reading strategies.
- Link instruction to effective reading.

Cognitive Strategies

- Monitor and reflect upon the effectiveness of the reading process used.
- Encourage and/or teach: a) organizing and summarizing information; b) self-questioning, self-reflection, and self-evaluation; c) reference skills; and d) when and how to use these different skills.

Comprehension and/or Understanding

- Outline, explain, or visually show what will be read and/or learned in a simple form.
- Explain with concrete examples, metaphors, questions, or visual representations.
- Require students to relate new readings to previously learned information.
- Require students to paraphrase or summarize new information as it is read.
- Require students to construct a visual representation of main ideas (e.g., map, table, graphs, Venn diagram, etc.).
- Give students opportunities to add details, explanations, or examples to basic information.
- Require application of knowledge or information.

Concepts

- Provide clear understanding of each concept.
- Point out important features or ideas.
- Point out examples of the concept, showing similarities and differences.
- Include practice in organizing and classifying concepts.
- Include a wide range of examples in a progressive presentation from simple to more complex examples.
- Emphasize relationships between concepts.

Creativity

- Provide examples of creativity.
- Include models, metaphors, and analogies.
- Encourage novel approaches to situations and problems.
- Show and provide practice in turning a problem upside down or inside out or changing perceptions.
- Encourage brainstorming.
- Include open-ended questions and problems.
- Provide opportunities for ungraded, unevaluated creative performance and behavior.

Critical Thinking

- Create conflict or perplexity by using paradoxes, dilemmas, or other situations to challenge concepts, beliefs, ideas, and attitudes.
- Focus on how to recognize and generate proof, logic, argument, and criteria for judgments.
- Include practice in detecting mistakes, false analogies, relevant versus irrelevant issues, contradictions, discrepant events, and predictions.
- Provide practice in drawing inferences from observations and making predictions from limited information.
- Explain and provide practice in recognizing factors or biases that may influence choice and interpretations such as culture, experience, preferences, desires, interests, and passions, as well as systematic thinking.
- Require students to explain how they form new conclusions and how and why present conclusions may differ from previous ones.

Inquiry

- Emphasize technological design as inquiry and include discovery activities.
- Provide opportunities for experimental design.
- Provide opportunities for critical thinking.
- Facilitate the collection, display, and interpretation of data.
- Promote careful observation, analysis, description, and definition.

Metacognition

- Explain different types of thinking strategies and when to use them.
- Encourage self-evaluation and reflection.
- Include questions to prompt students to wonder why they are doing what they are doing.
- Guide students in how to do systematic inquiry, detect flaws in thinking, and adjust patterns of thinking.

Technology

- Provide a mental and physical model of desired performance.
- Describe steps in the performance.
- Provide practice with kinesthetic and corrective feedback (coaching).

Multiple Intelligences

- Use the verbal-linguistic dimension to focus on reasoning with language, rhythms, and inflections, such as determining meaning and order of words (stories, readings, humor, rhyme, and song).
- Use the logical-mathematical dimension to focus on reasoning with patterns and strings of symbols (pattern blocks, activities to form numbers and letters).
- Use the musical dimension to focus on appreciation and production of musical pitch, melody, and tone.
- Use the spatial dimension to focus on activities of perceiving and transforming perceptions.
- Use the bodily kinesthetic dimension to focus on use and control of body and objects.
- Use the interpersonal dimension to focus on sensing needs, thoughts, and feelings of others.
- Use the intrapersonal dimension to focus on recognizing and responding to one's own needs, thoughts, and feelings.

Problem Solving

- Assure student readiness by diagnosing and strengthening related concept-, rule-, and decision-making skills.
- Provide broad problem-solving methods and models.
- Include practice in solving different types of problems.
- Begin with highly structured problems and then gradually move to less structured ones.
- Use questions to guide thinking about problem components, goals, and issues.
- Provide guidance in observing and gathering information, asking appropriate questions, and generating solutions.
- Include practice in finding trouble, inequities, contradictions, or difficulties and in reframing problems.

Procedural Knowledge, Principles, and Rules

- Define context, problems, situations, or goals and appropriate procedures.
- Explain reasons that procedures work for different types of situations.
- Define procedures—procedures include rules, principles, and/or steps.
- Provide vocabulary and concepts related to procedures.
- Demonstrate step-by-step application of procedures.
- Explain steps as they are applied.
- Include practice in applying procedures.

Scientific Inquiry

- Explain processes and methods of scientific inquiry.
- Explain and provide examples of: a) hypotheses formation; b) valid procedures; c) isolating variables; d) interpretation of data; and e) reporting findings.
- Encourage independent thinking and avoidance of dead ends or simplistic answers.
- Require students to explain, verify, challenge, and critique the results of their inquiry.

Thinking Skills

- Introduce different types of thinking strategies.
- Explain context or conditions of applying different strategies.
- Provide definitions, steps, and lists to use in strategies.
- Include examples of different types of thinking strategies, including how to think with open-mindedness, responsibility, and accuracy.
- Emphasize persisting when answers are not apparent.
- Provide practice in applying, transferring, and elaborating on thinking strategies.
- Integrate metacognitive, critical, and creative-thinking skills.

Verbal Information, Knowledge, or Facts

- Provide a meaningful context to link new information and past knowledge.
- Organize information into coherent groups or themes.
- Use devices to improve memory such as mnemonic patterns, maps, charts, comparisons, groupings, highlighting of key words or first letters, visual images, and rhymes.
- Identify main ideas, patterns, or relationships within information or sets of facts.

G. TARGETED ASSESSMENT STRATEGIES

Instructional materials should include assessment strategies that are known to be successful in determining how well students have achieved the targeted learning outcomes.

See Sections 1006.31(2)(e); 1006.34(2)(b); 1006.38(4), Florida Statutes.

Alignment. The assessment strategies should match the learner-performance requirements for the types of learning outcomes that have been targeted for the subject matter, course, or course category. Different strategies are appropriate for assessing different types of learning outcomes. For example, a strategy for testing the acquisition of verbal information would not match the requirements for testing whether or not a student has learned a concept or learned how to solve a problem.

The term “assessment,” as used in this section, refers to testing or other strategies that assess student progress as a result of learning activities. The results of such assessment provide information about where to strengthen instruction. But it is very important to ask the right questions. If the type of question matches the type of learning outcome, then students and teachers have relevant information about learning progress.

Completeness. In addition to including assessment strategies that align with the performance requirements of the targeted learning outcomes, the strategies should be complete enough to effectively assess the learners’ performance with regard to the targeted outcome. For example, a test item that requires the student to state a rule does not assess whether or not the student knows how to *use* the rule.

Research summary. The following section provides criteria for effective assessment strategies for different types of learning outcomes.

Effective Assessment Strategies for Specific Learning Outcomes

NOTE. Students should be provided opportunities to learn from their mistakes without being penalized, particularly during the initial stages of new instruction.

Attitudes

- Provide various situations.
- Require choices about behaviors.

Cognitive Strategies

- Provide learning tasks.
- Require students to choose good strategies for learning and/or to learn new materials without teacher guidance.
- Require students to discuss and explain methods used for various learning tasks.

Comprehension and Understanding

- Provide topic.
- Require summary or restatement of information.
- Provide new context.
- Require application of information.
- Provide several statements using words different from the initial teaching.
- Require identification of the correct meaning.

Concepts

- Provide new examples and non-examples.
- Require identification or classification into the correct categories.

Creativity

- Provide new problems to “turn upside down,” study, or resolve. These could be performances, presentations, or products.
- Require products or solutions to fit within the particular functions and resources.
- Provide situations requiring novel approaches.

Critical Thinking

- Require students to evaluate information or results.
- Require the use of analysis and research.

Insight

- Provide situations for inquiry and discovery.
- Provide situations for manipulation.

Metacognition

- Provide different situations or problems.
- Require students to identify types of thinking strategies to analyze and evaluate their own thinking.

Multiple Intelligences

- Provide situations in the modality that is targeted, such as verbal-linguistic, musical, or other modality.
- Provide situations in several modalities, to allow choice.
- Require performance in the targeted or chosen modalities.

Motor Skills

- Provide situations and resources for performance of the skill.
- Include a checklist for evaluation.

Problem Solving

- Require students to choose types of problem-solving strategies for different situations.
- Require solutions to structured and unstructured, simple and complex problems.

Procedural Knowledge, Principles, and Rules

- Provide situations that require students to recognize the correct use of procedures, principles, or rules with routine problems.
- Require students to state procedures, principles, or rules.
- Require students to choose which procedures, principles, or rules to apply in different situations.
- Provide situations that require students to demonstrate the correct use of procedures, principles, or rules with routine problems.

Scientific Inquiry

- Provide situations or problems that require speculation, inquiry, and hypothesis formation.
- Provide research, hands-on activities, and conclusions.

Thinking Skills

- Require students to summarize different types of thinking strategies.
- Provide situations that require students to choose the best type of thinking strategy to use.
- Require students to detect instances of open- versus closed-mindedness.
- Require students to detect instances of responsible versus irresponsible and accurate versus inaccurate applications of thinking strategies.
- Provide situations that require the students' persistence to discover or analyze information to obtain answers to specific questions.
- Require students to apply specific thinking strategies to different real-world situations.

Verbal Information, Knowledge, or Facts

- Require students to recall information.
- Require students to restate information.
- Require students to understand information.

Criteria for Evaluation

The instructional materials adoption process must be fair to all publishers who take the time and expense to submit their materials. Applying evaluation criteria consistently to each submission assures that the materials will be judged fairly.

Regardless of format or technology, effective materials have certain characteristics in common, and the basic issues, important for the evaluation of instructional materials, apply to all subject areas and all formats. These issues are addressed in Florida's list of priorities and the criteria as detailed in the previous pages of this document. A link to the evaluation instrument used by the state instructional materials reviewers is found at the website listed below. Evaluators will use the criteria-based instrument to engage in systematic reflection of the processes they follow and decisions they make about the quality of materials submitted by publishers.

The extensive research base and review processes used to identify these criteria establish their validity as an integral part of Florida's instructional materials adoption system. Applying these criteria consistently to each submission helps assure that the materials submitted by publishers will be judged fairly.

The state instructional materials reviewers will complete an electronic evaluation instrument for each submission. The electronic evaluation serves as the official record of each state instructional materials reviewer's evaluation of the submission.

http://www.fldoe.org/bii/instruct_mat/eval.asp

Requirements for Braille Textbook Production

Instructions for Preparing Computer Diskettes and CDs Required for Automated Braille Textbook Production

STATUTORY AUTHORIZATION

Sections 1003.55(5), Florida Statutes states that, "...any publisher of a textbook adopted pursuant to the state instructional materials adoption process shall furnish the Department of Education with a computer file in an electronic format specified by the Department at least 2 years in advance that is readily translatable to Braille and can be used for large print or speech access. Any textbook reproduced pursuant to the provisions of this subsection shall be purchased at a price equal to the price paid for the textbook as adopted. The Department of Education shall not reproduce textbooks obtained pursuant to this subsection in any manner that would generate revenues for the department from the use of such computer files or that would preclude the rightful payment of fees to the publisher for use of all or some portion of the textbook."

OBJECTIVE

Electronic text (e-text) is needed to accelerate the production of textbooks in Braille and other accessible formats through the use of translation software. Some embedded publisher formatting commands help speed the conversion of English text to Braille or other accessible formats. Therefore, the objective of these instructions is to prompt publishers to provide textbook data in a format that will be useful to Braille and other accessible format producers while at the same time allowing each publisher the flexibility of using existing composition or typesetting systems. Publishers may produce e-text files in one of three formats, as shown in the specifications below.

By April 1, 1998, publishers of adopted student textbooks for literary subjects must be able to provide the computer diskettes UPON REQUEST. Publishers shall provide nonliterary subjects when technology becomes available for the conversion of nonliterary materials to the appropriate format.

The requested computer diskettes shall be provided to the Florida Instructional Materials Center for the Visually Impaired (FIMC), 5002 North Lois Avenue, Tampa, Florida 33614; (813) 872-5281; in Florida WATS (800) 282-9193 or (813) 872-5284 (FAX). The center will contact each publisher of an adopted textbook and provide delivery instructions.

SPECIFICATIONS

1. **FORMAT (Three Options):**
 - a. A full implementation of Standard Generalized Markup Language (SGML).
 - b. XML-Extensible Markup Language
 - c. ASCII – (Last Resort!)

2. **OPERATING SYSTEM:** Windows

3. **DISKETTE SIZE:** 3.5, CD, Zip100

4. **DISKETTE CAPACITY:** Double-sided/high density

5. **DISKETTE LABELING:**
 - a. Sequential Number/ISBN
 - b. Book Title
 - c. File Name
 - d. Name of Publisher
 - e. Name of Typesetting Company/Contact Name
 - f. Format Option and Version
 - g. Copyright Date
 - h. Wording such as: “All rights reserved. As described in Section 1003.55 Florida Statutes, no use may be made of these diskettes other than the creating of a Braille, Large Print, or Recorded version of the materials contained on this diskette for students with visual impairments in the State of Florida.”

6. **REQUIRED CONTENTS:**
 - a. Title Page
 - b. List of Consultants and Reviewers (if appropriate)
 - c. Table of Contents
 - d. All Textbook Chapters
 - e. All Appendices
 - f. All Glossaries
 - g. Indices

7. **FILE STRUCTURE:** Each chapter of a textbook will be formatted as a separate file.

8. **FILE LIST:** A separate file listing the structure of the primary files must be provided. This file should be labeled **DISKLIST TEXT**. In addition, all special instructions (e.g., merging of materials kept in a separate file) should be noted in this file.

9. **LOCATION OF SPECIAL DATA:** Marginal notes, footnotes, captions, and other special items must be placed consistently within each text file.

10. **CORRECTIONS AND CHANGES** A conscientious effort should be made to update files to exactly duplicate the adopted printed version of the textbook (including corrections and changes). If this cannot be accomplished in a timely and cost effective manner, the publisher will coordinate with the FIMC Supervisor and provide to the Supervisor one set of marked tearsheets of all corrections and changes not included in the files.

Federal Requirements for the National Instructional Materials Accessibility Standard (NIMAS)

National Instructional Materials Accessibility Standard (NIMAS) guides the production and electronic distribution of digital versions of textbooks and other instructional materials so they can be more easily converted to accessible formats, including Braille and text-to-speech. A National Instructional Materials Access Center (NIMAC) has been established to receive and catalog publishers' electronic files of print instructional materials in the NIMAS format.

These files will be used for the production of alternate formats as permitted under the law for students with print disabilities. Under these guidelines, “textbook” means the principal tool of instruction used in the classroom. It is a printed book or books that contain most, if not all, of the academic content a student needs to learn to meet the State or Local Education Agency’s curriculum requirements for that subject area. “Related core materials” are printed materials, other than textbooks, designed for use by students in the classroom in conjunction with a textbook and which, together with the textbook, are necessary to meet the curriculum requirements for the intended course. The materials should be directly related to the textbook and wherever possible they should be published by the publisher of the textbook. Related core materials do not include materials that are not written and published primarily for use by students in the classroom (e.g., trade books not bundled with the textbook, newspapers, and reference works) or ancillary or supplemental materials that are not necessary to meet the curriculum requirements for the intended course. For purposes of these definitions, the term “curriculum requirements for the intended course” refers to relevant curriculum standards and requirements as established by a state educational agency or local educational agency.

The details of the metadata elements required as part of the NIMAS File set will be found at <http://www.nimac.us/docs/Metadata0509.DOC>. Please note that some elements are required, while others are optional. Some fields also allow for multiple entries (e.g., subject terms).

Complete information concerning NIMAS and NIMAC can be found at <http://nimas.cast.org> and <http://www.nimac.us>. (IDEA-2004).