

GENERAL INFORMATION

Course Number:	2104035
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Interdisciplinary and Applied Social Studies »
Course Title:	M/J United States Economics and Geography Advanced
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J US ECON&GEOG ADV
Course Length:	Semester
Course Level:	3
Course Status:	SBE Approval Pending
General Notes:	M/J United States Economics and Geography - The social studies curriculum for this course consists of the following content area strands: American History, Geography, Economics, Civics and Government. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about economic activity and patterns in the United States. Content should include, but not be limited to, interpreting economic activity in terms of location, population, demographics, historical change, and land use. Students will study methods of historical inquiry and primary and secondary historical documents.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 Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic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).

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

Instructional Practices

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5:	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.7.SL.1	Comprehension and Collaboration
LAFS.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LAFS.7.SL.1.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LAFS.7.SL.1.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LAFS.7.SL.1.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2	Presentation of Knowledge and Ideas
LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

MAFS.K12.MP

MAFS.K12.MP.1
 MAFS.K12.MP.3
 MAFS.K12.MP.5
 MAFS.K12.MP.6

Mathematical Practices

Make sense of problems and persevere in solving them.
 Construct viable arguments and critique the reasoning of others.
 Use appropriate tools strategically.
 Attend to precision.

MAFS.6.SP

MAFS.6.SP.1

Statistics and Probability

Summarize and describe distributions.

MAFS.7.SP

MAFS.7.SP.2

Statistics and Probability

Draw informal comparative inferences about two populations.

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 Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
- 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.3.14 Differentiate between local, state, and federal governments' obligations and services.
- HE.7.P.8.2 Articulate a position on a health-related issue and support it with accurate health information.

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GENERAL INFORMATION

Course Number:	2105020
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Multicultural Studies»
Course Title:	M/J World Cultures
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J WORLD CLTRS
Course Length:	Year
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	M/J World Cultures - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but is not limited to the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

Instructional Practices

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
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LAFS.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LAFS.68.RH.2	Craft and Structure

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LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
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LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
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LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.6.SL.1.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas
LAFS.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
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.3.4:	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.

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- 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.1.4: 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.2.4: 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.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- 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.1.3: 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.1.6: Describe how history transmits culture and heritage and provides models of human character.
- 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.2.7: Summarize the important achievements of Mesopotamian civilization.
- 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.3.5: 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.3.10: 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.3.13: 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.3.17: 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.4.10: 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.
- HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number:	2105025
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Multicultural Studies»
Course Title:	M/J World Cultures & Career Planning
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J WORLD CLTRS C/P
Course Length:	Year
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	M/J World Cultures - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but is not limited to the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

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

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

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8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Instructional Practices

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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LAFS.6.SL.1.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas
LAFS.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
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.3.4:	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.1.4:	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.

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- 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.2.4: 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.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- 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.1.3: 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.1.6: Describe how history transmits culture and heritage and provides models of human character.
- 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.2.7: Summarize the important achievements of Mesopotamian civilization.
- 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.3.5: 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.3.10: 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.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

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GENERAL INFORMATION

Course Number:	2105030
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Multicultural Studies»
Course Title:	M/J Advanced World Cultures
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J ADV WORLD CLTRS
Course Length:	Year
Course Level:	3
Course Status:	SBE Approval Pending
General Notes:	M/J World Cultures - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but not be limited to the characteristics of a cultural group, the development of cultural societies, the impact of geography on cultural development, the evaluation of the interdependence between humans and the environment, and the complexity of global issues. 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).

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

Instructional Practices

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.6.SL.1.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas
LAFS.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP	Mathematical Practices

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MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
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.3.4:	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.1.4:	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.2.4:	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.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.

- 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.1.3: 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.1.6: Describe how history transmits culture and heritage and provides models of human character.
- 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.2.10: 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.3.5: 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.3.10: 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.3.13: 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.3.17: 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.4.10: 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.
- HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention.

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- SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.
- 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.
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- SS.6.W.4.12: Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
- HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention.

GENERAL INFORMATION

Course Number: 2106010
Course Title: M/J Civics
Course Abbreviated Title: M/J CIVICS
Course Path: **Section:**Grades PreK to 12 Education Courses» **Grade Group:**Grades 6 to 8 Education Courses » **Subject:**Social Studies » **SubSubject:**Political Sciences »
Course Length: Year
Course Level: 2
Status: Pending State Board Approval
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. The course is embedded with strong geographic and economic components to support civic education instruction.

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

Special Notes: Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

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

The NAEP frameworks for Civics may be accessed at
<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

Instructional Practices

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

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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LAFS.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.7.SL.1	Comprehension and Collaboration
LAFS.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LAFS.7.SL.1.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LAFS.7.SL.1.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LAFS.7.SL.1.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2	Presentation of Knowledge and Ideas
LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability

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MAFS.6.SP.1	Summarize and describe distributions.
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.

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- 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. Kuhlmeier, 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.

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- 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 Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
- HE.7.P.8.2: Articulate a position on a health-related issue and support it with accurate health information.

GENERAL INFORMATION

Course Number: 2106015
Course Title: M/J Civics
Course Abbreviated Title: M/J CIVICS
Course Path: **Section:**Grades PreK to 12 Education Courses» **Grade Group:**Grades 6 to 8 Education Courses » **Subject:**Social Studies » **SubSubject:**Political Sciences »
Course Length: Semester
Course Level: 2
Status: Pending State Board Approval
General Notes: The primary content for this half -year 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.

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

Special Notes: Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

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

The NAEP frameworks for Civics may be accessed at
<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

Instructional Practices

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

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

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RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
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LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
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LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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LAFS.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.7.SL.1	Comprehension and Collaboration
LAFS.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LAFS.7.SL.1.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LAFS.7.SL.1.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LAFS.7.SL.1.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2	Presentation of Knowledge and Ideas
LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.

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- 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.

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GENERAL INFORMATION

Course Number: 2106016
Course Title: M/J Civics & Career Planning
Course Abbreviated Title: M/J CIVICS & CAR PL
Course Path: **Section:**Grades PreK to 12 Education Courses» **Grade Group:**Grades 6 to 8 Education Courses
» **Subject:**Social Studies » **SubSubject:**Political Sciences »
Course Length: Year
Course Level: 2
Status: Pending State Board Approval
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. The course is embedded with strong geographic and economic components to support civic education instruction.

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

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Special Notes: Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states

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- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at
<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

Instructional Practices

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.

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LAFS.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.7.SL.1	Comprehension and Collaboration

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LAFS.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LAFS.7.SL.1.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LAFS.7.SL.1.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LAFS.7.SL.1.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2	Presentation of Knowledge and Ideas
LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
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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GENERAL INFORMATION

Course Number: 2106020
Course Title: M/J Civics, Advanced
Course Abbreviated Title: M/J CIVICS ADV
Course Path: **Section:**Grades PreK to 12 Education Courses» **Grade Group:**Grades 6 to 8 Education Courses
» **Subject:**Social Studies » **SubSubject:**Political Sciences »
Course Length: Year
Course Level: 3
Status: State Board Approved
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. 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).

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

Special Notes: Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

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

The NAEP frameworks for Civics may be accessed at
<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

Instructional Practices

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

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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LAFS.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
LAFS.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.7.SL.1	Comprehension and Collaboration
LAFS.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LAFS.7.SL.1.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LAFS.7.SL.1.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LAFS.7.SL.1.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.

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LAFS.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2	Presentation of Knowledge and Ideas
LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
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.

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- 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. Kuhlmeier, 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.

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- 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 Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
- HE.7.P.8.2: Articulate a position on a health-related issue and support it with accurate health information.

- 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. Kuhlmeier, 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.

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- 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.
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- 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 Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
- HE.7.P.8.2: Articulate a position on a health-related issue and support it with accurate health information.

GENERAL INFORMATION

Course Number: 2106025
Course Title: M/J Civics, Advanced
Course Abbreviated Title: M/J CIVICS ADV
Course Path: **Section:**Grades PreK to 12 Education Courses» **Grade Group:**Grades 6 to 8 Education Courses
» **Subject:**Social Studies » **SubSubject:**Political Sciences »
Course Length: Semester
Course Level: 3
Status: Pending State Board Approval
General Notes: The primary content for this half-year 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).

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

Special Notes: Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

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

The NAEP frameworks for Civics may be accessed at
<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

Instructional Practices

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting

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(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- LAFS.68.WHST.1.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- LAFS.68.WHST.1.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- LAFS.68.WHST.1.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LAFS.68.WHST.1.2e: Establish and maintain a formal style and objective tone.
- LAFS.68.WHST.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.
- LAFS.68.WHST.2**
Production and Distribution of Writing
- LAFS.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.68.WHST.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LAFS.68.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- LAFS.68.WHST.3**
Research to Build and Present Knowledge
- LAFS.68.RH.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- LAFS.68.WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.
- LAFS.68.WHST.4**
Range of Writing
- LAFS.68.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- LAFS.7.SL.1**
Comprehension and Collaboration
- LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- LAFS.7.SL.1.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- LAFS.7.SL.1.1b: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- LAFS.7.SL.1.1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- LAFS.7.SL.1.1d: Acknowledge new information expressed by others and, when warranted, modify their own views.
- LAFS.7.SL.1.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- LAFS.7.SL.1.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2

LAFS.7.SL.2.4

Presentation of Knowledge and Ideas

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

MAFS.K12.MP

MAFS.K12.MP.1

Make sense of problems and persevere in solving them.

MAFS.K12.MP.3

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.5

Use appropriate tools strategically.

MAFS.K12.MP.6

Attend to precision.

Statistics and Probability**MAFS.6.SP**

MAFS.6.SP.1

Summarize and describe distributions.

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.

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GENERAL INFORMATION

Course Number: 2106026
Course Title: M/J Civics, Advanced & Career Planning
Course Abbreviated Title: M/J CIVICS ADV&CAR P
Course Path: **Section:**Grades PreK to 12 Education Courses» **Grade Group:**Grades 6 to 8 Education Courses
» **Subject:**Social Studies » **SubSubject:**Political Sciences »
Course Length: Year
Course Level: 3
Status: Pending State Board Approval
General Notes: The primary content for this half-year 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).

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

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that

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match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

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

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Instructional Practices

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

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

RELATED BENCHMARKS:

Scheme

Descriptor

LAFS.68.RH.1

Key Ideas and Details

LAFS.68.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.RH.1.3:

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

LAFS.68.RH.2

Craft and Structure

LAFS.68.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the

	data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.7.SL.1	Comprehension and Collaboration
LAFS.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LAFS.7.SL.1.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LAFS.7.SL.1.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LAFS.7.SL.1.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2	Presentation of Knowledge and Ideas
LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
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.

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- 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. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
- SS.7.C.3.13: Compare the constitutions of the United States and Florida.

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- 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 Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

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HE.7.P.8.2:

Articulate a position on a health-related issue and support it with accurate health information.

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- 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. Kuhlmeier, 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.
- HE.7.P.8.2: Articulate a position on a health-related issue and support it with accurate health information.

GENERAL INFORMATION

Course Number: 2106029
Course Title: M/J Civics and Digital Technologies
Course Abbreviated Title: M/J CIV & DIG TECH
Course Path: **Section:**Grades PreK to 12 Education Courses» **Grade Group:**Grades 6 to 8 Education Courses » **Subject:**Social Studies » **SubSubject:**Political Sciences »
Course Length: Year
Course Level: 2
Status: Pending State Board Approval
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. The course is embedded with strong geographic and economic components to support civic education instruction.

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

Digital Technologies – The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4203 (3), Florida Statutes):

Multimedia Technologies

- 01.0 Demonstrate proficiency in using presentation software and equipment.
 - 01.01 Produce a presentation that includes music, animation, and digital photography and present it using a projection system.
 - 01.02 Using presentation software, create a multimedia presentation that incorporates shot and edited video, animation, music, narration and adheres to good design principles, use of transitions, and effective message conveyance.
 - 01.03 Collaborate with team members to plan, edit, evaluate, and present a multimedia presentation where individuals on the team function in specific production roles.
- 02.0 Demonstrate proficiency in using digital photography and digital imaging.
 - 02.01 Demonstrate knowledge of ethics related to digital imaging, and legal and consent issues.
 - 02.02 Apply effective design principles in digital photography compositions.
 - 02.03 Illustrate the essence of an event, quote, or slogan through digital photography/imaging.
 - 02.04 Demonstrate skill in using digital imaging software for image manipulation, color correction, and special effects to creatively convey a message or literary interpretation.
 - 02.05 Demonstrate skill in scanning and cropping photographs.
- 03.0 Demonstrate proficiency in basic video production equipment.
 - 03.01 Operate video camera (e.g., Flip video camera) in studio and location (field) production environments.

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- 03.02 Demonstrate understanding of digital video storage media and file types.
- 03.03 Identify and select microphones for production needs.
- 03.04 Determine appropriate lighting needs for production settings.
- 03.05 Create a short video for publishing on the web.

04.0 Demonstrate skill in using video production software.

- 04.01 Demonstrate knowledge of the digital video software interface.
- 04.02 Demonstrate ability to edit, cut, erase, and insert video.
- 04.03 Edit video as needed to achieve desired message and length.
- 04.04 Demonstrate skill in using video effects and plug-ins.
- 04.05 Describe a first complete run-through of the video production process
- 04.06 Characterize the qualities of effective communication in a completed video
- 04.07 Prepare a video project for final compositing and export.
- 04.08 Upload finished video files to a website.

05.0 Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.

- 05.01 Characterize effective writing styles and conventions for the web.
- 05.02 Use word processing software to create effective written content for the web.
- 05.03 Use graphics software to create and prepare various types of graphical content for use on a webpage.
- 05.04 Access and digitize graphics through various resources (e.g., scanner, digital cameras, on-line graphics, clipart, CD-ROMs).
- 05.05 Create and edit images using image or graphic design software.

Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

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

The NAEP frameworks for Civics may be accessed at

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

Instructional Practices

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting

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(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- LAFS.68.WHST.1.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- LAFS.68.WHST.1.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- LAFS.68.WHST.1.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LAFS.68.WHST.1.2e: Establish and maintain a formal style and objective tone.
- LAFS.68.WHST.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.
- LAFS.68.WHST.2**
Production and Distribution of Writing
- LAFS.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.68.WHST.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LAFS.68.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- LAFS.68.WHST.3**
Research to Build and Present Knowledge
- LAFS.68.RH.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- LAFS.68.WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LAFS.68.WHST.4**
Range of Writing
- LAFS.68.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- LAFS.7.SL.1**
Comprehension and Collaboration
- LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- LAFS.7.SL.1.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- LAFS.7.SL.1.1b: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- LAFS.7.SL.1.1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- LAFS.7.SL.1.1d: Acknowledge new information expressed by others and, when warranted, modify their own views.
- LAFS.7.SL.1.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- LAFS.7.SL.1.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

GENERAL INFORMATION

Course Number:	2106030
Course Title:	M/J Law Studies
Course Abbreviated Title:	M/J LAW STUDIES
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Political Sciences »
Course Length:	Year
Course Level:	2
Status:	SBE Approval Pending
General Notes:	<p>M/J Law Studies – The social studies curriculum for this course consists of the following content area strands: Geography, Civics and Government. The primary content for this course pertains to the principles, functions, and organization of the American legal system. The content should include, but not be limited to, the purpose of law, the role of citizens, the impact of laws on the lives of citizens, civil and criminal laws, fundamental civil and criminal justice procedures, causes and effects of crime, consumer and family law, comparison of adult and juvenile justice systems, and career opportunities in the legal system. Students will study methods of historical inquiry and primary and secondary historical documents.</p> <p>Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p>

Instructional Practices

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.

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LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge

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LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.7.SL.1	Comprehension and Collaboration
LAFS.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LAFS.7.SL.1.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LAFS.7.SL.1.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LAFS.7.SL.1.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2	Presentation of Knowledge and Ideas
LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability
MAFS.6.SP.1	Summarize and describe distributions.
SS.7.G.6.1:	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
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.

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- 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.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
- 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.2.2: 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.2.10: 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.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. Kuhlmeier, 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.
- HE.7.P.8.2: Articulate a position on a health-related issue and support it with accurate health information.

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LAFS.7.SL.2
LAFS.7.SL.2.4

Presentation of Knowledge and Ideas

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

MAFS.K12.MP
MAFS.K12.MP.1
MAFS.K12.MP.3
MAFS.K12.MP.5
MAFS.K12.MP.6

Mathematical Practices

Make sense of problems and persevere in solving them.
Construct viable arguments and critique the reasoning of others.
Use appropriate tools strategically.
Attend to precision.

MAFS.6.SP
MAFS.6.SP.1

Statistics and Probability

Summarize and describe distributions.

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.

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- 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. Kuhlmeier, 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.
- HE.7.P.8.2: Articulate a position on a health-related issue and support it with accurate health information.

- 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. Kuhlmeier, 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.
- HE.7.P.8.2: Articulate a position on a health-related issue and support it with accurate health information.

GENERAL INFORMATION

Course Number:	2109010
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: World and Eastern Hemispheric Histories »
Course Title:	M/J World History
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J WORLD HIST
Course Length:	Year
Course Level:	2
Course Status:	SBE Approval Pending
General Notes:	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.

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

Instructional Practices

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

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

RELATED BENCHMARKS:

LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the

data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.68.WHST.3.9:

Draw evidence from informational texts to support analysis reflection, and research.

LAFS.68.WHST.4:

Range of Writing

LAFS.68.WHST.4.10:

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

LAFS.6.SL.1

Comprehension and Collaboration

LAFS.6.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.6.SL.1.1a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LAFS.6.SL.1.1b

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

LAFS.6.SL.1.1c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

LAFS.6.SL.1.1d

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

LAFS.6.SL.1.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LAFS.6.SL.1.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LAFS.6.SL.2

Presentation of Knowledge and Ideas

LAFS.6.SL.2.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

MAFS.K12.MP

Mathematical Practices

MAFS.K12.MP.1

Make sense of problems and persevere in solving them.

MAFS.K12.MP.3

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.5

Use appropriate tools strategically.

MAFS.K12.MP.6

Attend to precision.

MAFS.6.SP

Statistics and Probability

MAFS.6.SP.1

Summarize and describe distributions.

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.

GENERAL INFORMATION

Course Number:	2109020
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: World and Eastern Hemispheric Histories »
Course Title:	M/J World History Advanced
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J WORLD HIST ADV
Course Length:	Year
Course Level:	3
Course Status:	SBE Approval Pending
General Notes:	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).

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

Instructional Practices

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

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

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

RELATED BENCHMARKS:

Scheme	Descriptor
LAFS.68.RH.1	Key Ideas and Details
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LAFS.68.RH.2	Craft and Structure
LAFS.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5:	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3	Integration of Knowledge and Ideas
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.WHST.1	Text Types and Purposes
LAFS.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LAFS.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LAFS.68.WHST.1.1d:	Establish and maintain a formal style.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LAFS.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LAFS.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.68.WHST.2	Production and Distribution of Writing

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LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3	Research to Build and Present Knowledge
LAFS.68.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4:	Range of Writing
LAFS.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.6.SL.1.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LAFS.6.SL.1.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LAFS.6.SL.1.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LAFS.6.SL.1.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas
LAFS.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.6.SP	Statistics and Probability

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MAFS.6.SP.1	Summarize and describe distributions.
SS.6.C.1.1:	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.
SS.6.C.1.2:	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.2:	Describe and identify traditional and command economies as they appear in different civilizations.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

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- 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.

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- 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.

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HE.6.C.2.4

Investigate school and public health policies that influence health promotion and disease prevention.

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- 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.
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- 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.

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- 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.
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- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
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- 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.
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- SS.6.W.2.3: Identify the characteristics of civilization.
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- SS.6.W.2.6: Determine the contributions of key figures from ancient Egypt.
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- 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.

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- 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.
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- 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.
- HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention.

Course: M/J French, Beginning- 0701000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3990>

BASIC INFORMATION

Course Number:	0701000
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J French, Beginning, M/J FRENCH BEG,
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: French
Course Title:	M/J French, Beginning
Course Abbreviated Title:	M/J FRENCH BEG
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Major Concepts/Content: M/J French Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and

	<p>Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>Special Note. Course content requirements for the two-course sequence M/J French Beginning (0701000) and Intermediate (0701010) are equivalent to French 1 (0701330). Course content requirements for the three-course sequence that includes M/J French Beginning (0701000), Intermediate (0701010), and Advanced (0701020) may be equivalent to the two-course sequence French 1 (0701320) and French 2 (0701330).</p> <p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J French sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (67)

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

<p><u>LAFS.6.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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	<ul style="list-style-type: none"> c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LAFS.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LAFS.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader

	<p>categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.5.1:</u>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple

	sentences.
<u>WL.K12.NH.5.2:</u>	Write simple statements to describe aspects of daily life.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases,

Course: M/J French, Intermediate- 0701010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3997>

BASIC INFORMATION

Course Number:	0701010
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J French, Intermediate, M/J FRENCH INTERM
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: French
Course Title:	M/J French, Intermediate
Course Abbreviated Title:	M/J FRENCH INTERM
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Major Concepts/Content: M/J French Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and

	<p>Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>Special Note. Course content requirements for the two-course sequence M/J French Beginning (0701000) and Intermediate (0701010) are equivalent to French 1 (0701320). Course content requirements for the three-course sequence that includes M/J French Beginning (0701000), Intermediate (0701010), and Advanced (0701020) may be equivalent to the two-course sequence French 1 (0701320) and French 2 (0701330).</p> <p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J French sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (62)

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

<u>LAFS.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LAFS.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

	<ul style="list-style-type: none"> c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LAFS.7.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

	<p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>WL.K12.II.1.1:</u>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<u>WL.K12.II.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<u>WL.K12.II.2.1:</u>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<u>WL.K12.II.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.II.2.3:</u>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<u>WL.K12.II.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.II.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.II.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.II.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.II.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations

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	both in and outside the classroom.
<u>WL.K12.II.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.II.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.II.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.II.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.II.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.II.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.II.5.3:</u>	Express and support opinions on familiar topics using a series of sentences.
<u>WL.K12.II.5.4:</u>	Compare and contrast information, concepts, and ideas.
<u>WL.K12.II.6.1:</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<u>WL.K12.II.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.II.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.II.6.4:</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<u>WL.K12.II.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.II.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WI K12 II 8 1</u>	Recognize language patterns and cultural differences when

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	comparing own language and culture with the target language and culture.
<u>WL.K12.IL.8.2:</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<u>WL.K12.IL.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.3:</u>	Demonstrate understanding of signs and notices in public places.
<u>WL.K12.NH.2.4:</u>	Identify key detailed information needed to fill out forms.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.

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<u>WL.K12.NH.5.3:</u>	Write a description of a familiar experience or event.
<u>WL.K12.NH.5.4:</u>	Write short personal notes using a variety of media.
<u>WL.K12.NH.5.5:</u>	Request information in writing to obtain something needed.
<u>WL.K12.NH.5.6:</u>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<u>WL.K12.NH.5.7:</u>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.



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	and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.

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<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.5:</u>	Write about previously acquired knowledge and experiences.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

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Course: M/J French, Advanced- 0701020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3986>

BASIC INFORMATION

Course Number:	0701020
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J French, Advanced, M/J FRENCH ADV
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: French
Course Title:	M/J French, Advanced
Course Abbreviated Title:	M/J FRENCH ADV
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Major Concepts/Content: M/J French Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and

	<p>Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>Special Note. Course content requirements for the two-course sequence M/J French Beginning (0701000) and Intermediate (0701010) are equivalent to French 1 (0701320). Course content requirements for the three-course sequence that includes M/J French Beginning (0701000), Intermediate (0701010), and Advanced (0701020) may be equivalent to the two-course sequence French 1 (0701320) and French 2 (0701330).</p> <p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J French sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (64)

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

<u>LAFS.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LAFS.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an

	<p>understanding of the topic or text, using credible sources.</p> <ul style="list-style-type: none"> c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LAFS.8.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and

	<p>define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>WL.K12.II.1.3:</u>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<u>WL.K12.II.1.4:</u>	Identify key points and essential details on familiar topics presented through a variety of media.
<u>WL.K12.II.1.5:</u>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<u>WL.K12.II.1.6:</u>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.3.6:</u>	Recount and restate information received in a conversation in order to clarify meaning.
<u>WL.K12.II.3.7:</u>	Exchange general information about a few topics outside personal and academic fields of interest.
<u>WL.K12.II.3.8:</u>	Initiate, engage, and exchange basic information to solve a problem.
<u>WL.K12.II.4.5:</u>	Present a short skit or play using well-structured sentences.
<u>WL.K12.II.4.6:</u>	Describe events in chronological order using connected sentences with relevant details.

<u>WL.K12.IL.5.5:</u>	Develop questions to obtain and clarify information.
<u>WL.K12.IL.5.6:</u>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<u>WL.K12.IL.5.7:</u>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<u>WL.K12.IL.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.IL.9.2:</u>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<u>WL.K12.IM.1.1:</u>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<u>WL.K12.IM.1.2:</u>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<u>WL.K12.IM.1.3:</u>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<u>WL.K12.IM.1.4:</u>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<u>WL.K12.IM.1.5:</u>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<u>WL.K12.IM.1.6:</u>	Demonstrate understanding of complex directions and instructions in familiar settings.
<u>WL.K12.IM.2.1:</u>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<u>WL.K12.IM.2.2:</u>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<u>WL.K12.IM.2.3:</u>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<u>WL.K12.IM.2.4:</u>	Recognize many high frequency idiomatic expressions from a

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Course: M/J German, Beginning- 0702000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4072>

BASIC INFORMATION

Course Number:	0702000
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J German, Beginning, M/J GERMAN BEG
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: German
Course Title:	M/J German, Beginning
Course Abbreviated Title:	M/J GERMAN BEG
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Major Concepts/Content: M/J German Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and

	<p>Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>Special Note. Course content requirements for the two-course sequence M/J German Beginning (0702000) and Intermediate (0702010) are equivalent to German 1 (0702320). Course content requirements for the three-course sequence that includes M/J German Beginning (0702000), Intermediate (0702010), and Advanced (0702020) may be equivalent to the two-course sequence German 1 (0702320) and German 2 (0702330).</p> <p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J German sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (67)

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

<u>LAFS.6.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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	<ul style="list-style-type: none"> c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LAFS.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LAFS.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader

	<p>categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.5.1:</u>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple

	sentences.
<u>WL.K12.NH.5.2:</u>	Write simple statements to describe aspects of daily life.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases,

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	and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.

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<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.5:</u>	Write about previously acquired knowledge and experiences.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.



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	variety of authentic texts of many unknown words by using context clues.
<u>WL.K12.IM.3.1:</u>	Express views and effectively engage in conversations on a variety of familiar topics.
<u>WL.K12.IM.3.2:</u>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<u>WL.K12.IM.3.3:</u>	Express personal views and opinions on a variety of topics.
<u>WL.K12.IM.3.4:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<u>WL.K12.IM.3.5:</u>	Initiate and maintain a conversation on a variety of familiar topics.
<u>WL.K12.IM.3.6:</u>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<u>WL.K12.IM.3.7:</u>	Follow grammatical rules for self-correction when speaking.
<u>WL.K12.IM.3.8:</u>	Describe a problem or situation with details and state an opinion.
<u>WL.K12.IM.4.1:</u>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.2:</u>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.3:</u>	Retell a story or recount an experience with appropriate facts and relevant details.
<u>WL.K12.IM.4.4:</u>	Provide supporting evidence using logically connected sentences that include relevant details.
<u>WL.K12.IM.4.5:</u>	Retell or summarize a storyline using logically connected sentences with relevant details.
<u>WL.K12.IM.4.6:</u>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<u>WL.K12.IM.5.1:</u>	Write narratives on familiar topics using logically connected sentences with supporting details.
<u>WL.K12.IM.5.2:</u>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.

<u>WL.K12.IM.5.3:</u>	State an opinion and provide supporting evidence using connected sentences.
<u>WL.K12.IM.5.4:</u>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<u>WL.K12.IM.5.5:</u>	Draft, edit, and summarize information, concepts, and ideas.
<u>WL.K12.IM.5.6:</u>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<u>WL.K12.IM.5.7:</u>	Write a narrative based on experiences that use descriptive language and details.
<u>WL.K12.IM.6.1:</u>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<u>WL.K12.IM.6.2:</u>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<u>WL.K12.IM.6.3:</u>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<u>WL.K12.IM.6.4:</u>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.IM.7.1:</u>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<u>WL.K12.IM.7.2:</u>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<u>WL.K12.IM.8.1:</u>	Compare language structures and skills that transfer from one language to another.
<u>WL.K12.IM.8.2:</u>	Compare and contrast structural patterns in the target language and own.
<u>WL.K12.IM.8.3:</u>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.

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Course: M/J German, Intermediate- 0702010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4078>

BASIC INFORMATION

Course Number:	0702010
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J German, Intermediate, M/J GERMAN INTERM
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: German
Course Title:	M/J German, Intermediate
Course Abbreviated Title:	M/J GERMAN INTERM
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Major Concepts/Content: M/J German Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and

	<p>Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>Special Note. Course content requirements for the two-course sequence M/J German Beginning (0702000) and Intermediate (0702010) are equivalent to German 1 (0702320). Course content requirements for the three-course sequence that includes M/J German Beginning (0702000), Intermediate (0702010), and Advanced (0702020) may be equivalent to the two-course sequence German 1 (0702320) and German 2 (0702330).</p> <p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J German sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (62)

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

<u>LAFS.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LAFS.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

	<ul style="list-style-type: none"> c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LAFS.7.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

	<ul style="list-style-type: none"> c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>WL.K12.IL.1.1:</u>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<u>WL.K12.IL.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<u>WL.K12.IL.2.1:</u>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<u>WL.K12.IL.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.IL.2.3:</u>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<u>WL.K12.IL.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.IL.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.IL.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.IL.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.IL.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations

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	both in and outside the classroom.
<u>WL.K12.II.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.II.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.II.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.II.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.II.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.II.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.II.5.3:</u>	Express and support opinions on familiar topics using a series of sentences.
<u>WL.K12.II.5.4:</u>	Compare and contrast information, concepts, and ideas.
<u>WL.K12.II.6.1:</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<u>WL.K12.II.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.II.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.II.6.4:</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<u>WL.K12.II.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.II.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL K12 II 8 1:</u>	Recognize language patterns and cultural differences when

	comparing own language and culture with the target language and culture.
<u>WL.K12.IL.8.2:</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<u>WL.K12.IL.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.3:</u>	Demonstrate understanding of signs and notices in public places.
<u>WL.K12.NH.2.4:</u>	Identify key detailed information needed to fill out forms.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.

<u>WL.K12.NH.5.3:</u>	Write a description of a familiar experience or event.
<u>WL.K12.NH.5.4:</u>	Write short personal notes using a variety of media.
<u>WL.K12.NH.5.5:</u>	Request information in writing to obtain something needed.
<u>WL.K12.NH.5.6:</u>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<u>WL.K12.NH.5.7:</u>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.



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WL.K12.IM.9.2:

Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.



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Course: M/J German, Advanced- 0702020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4068>

BASIC INFORMATION

Course Number:	0702020
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J German, Advanced, M/J GERMAN ADV
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: German
Course Title:	M/J German, Advanced
Course Abbreviated Title:	M/J GERMAN ADV
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Major Concepts/Content: M/J German Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and

	<p>Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>Special Note. Course content requirements for the two-course sequence M/J German Beginning (0702000) and Intermediate (0702010) are equivalent to German 1 (0702320). Course content requirements for the three-course sequence that includes M/J German Beginning (0702000), Intermediate (0702010), and Advanced (0702020) may be equivalent to the two-course sequence German 1 (0702320) and German 2 (0702330).</p> <p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J German sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (64)

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

<u>LAFS.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LAFS.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

	<ul style="list-style-type: none"> c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LAFS.8.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

	<p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>WL.K12.IL.1.3:</u>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<u>WL.K12.IL.1.4:</u>	Identify key points and essential details on familiar topics presented through a variety of media.
<u>WL.K12.IL.1.5:</u>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<u>WL.K12.IL.1.6:</u>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<u>WL.K12.IL.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.IL.3.6:</u>	Recount and restate information received in a conversation in order to clarify meaning.
<u>WL.K12.IL.3.7:</u>	Exchange general information about a few topics outside personal and academic fields of interest.
<u>WL.K12.IL.3.8:</u>	Initiate, engage, and exchange basic information to solve a problem.
<u>WL.K12.IL.4.5:</u>	Present a short skit or play using well-structured sentences.
<u>WL.K12.IL.4.6:</u>	Describe events in chronological order using connected sentences with relevant details.
<u>WL.K12.IL.5.5:</u>	Develop questions to obtain and clarify information.

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<u>WL.K12.IL.5.6:</u>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<u>WL.K12.IL.5.7:</u>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<u>WL.K12.IL.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.IL.9.2:</u>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<u>WL.K12.IM.1.1:</u>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<u>WL.K12.IM.1.2:</u>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<u>WL.K12.IM.1.3:</u>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<u>WL.K12.IM.1.4:</u>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<u>WL.K12.IM.1.5:</u>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<u>WL.K12.IM.1.6:</u>	Demonstrate understanding of complex directions and instructions in familiar settings.
<u>WL.K12.IM.2.1:</u>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<u>WL.K12.IM.2.2:</u>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<u>WL.K12.IM.2.3:</u>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<u>WL.K12.IM.2.4:</u>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.

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Course: M/J Haitian Creole for Haitian Creole Speakers, Beginning- 0703000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4143>

BASIC INFORMATION

Course Number:	0703000
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Haitian Creole for Haitian Creole Speakers, Beginning, M/J HAITIAN CREOLE B
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: World Languages</p> <p>SubSubject: Haitian Creole</p>
Course Title:	M/J Haitian Creole for Haitian Creole Speakers, Beginning
Course Abbreviated Title:	M/J HAITIAN CREOLE B
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content: The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Haitian Creole grammar. Language Arts</p>

	<p>Standards are also included in this course to enable students to become literate in the Haitian Creole language and gain a better understanding of the nature of their own language as well as other languages to be acquired.</p> <p>The course content will reflect the cultural values of Haitian Creole language and societies.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Haitian Creole for Haitian Creole Speakers, Beginning (0703000) and Intermediate (0703010) are equivalent to Haitian Creole for Haitian Creole Speakers 1 (0700300). Course content requirements for the three-course sequence that includes M/J Haitian Creole for Haitian Creole Speakers, Beginning (0703000), Intermediate (0703010), and Advanced (0703020) may be equivalent to the two-course sequence Haitian Creole for Haitian Creole Speakers 1 (0700300) and Haitian Creole for Haitian Creole Speakers 2 (0700310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Haitian Creole for Haitian Creole Speakers sequence in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.</p>
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STANDARDS (67)

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

<u>LAFS.6.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LAFS.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

<u>LAFS.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.

<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.5.1:</u>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.5.2:</u>	Write simple statements to describe aspects of daily life.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.

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<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.

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<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.5:</u>	Write about previously acquired knowledge and experiences.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.

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WL.K12.NM.9.2:

Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.



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<u>WL.K12.IM.3.1:</u>	Express views and effectively engage in conversations on a variety of familiar topics.
<u>WL.K12.IM.3.2:</u>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<u>WL.K12.IM.3.3:</u>	Express personal views and opinions on a variety of topics.
<u>WL.K12.IM.3.4:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<u>WL.K12.IM.3.5:</u>	Initiate and maintain a conversation on a variety of familiar topics.
<u>WL.K12.IM.3.6:</u>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<u>WL.K12.IM.3.7:</u>	Follow grammatical rules for self-correction when speaking.
<u>WL.K12.IM.3.8:</u>	Describe a problem or situation with details and state an opinion.
<u>WL.K12.IM.4.1:</u>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.2:</u>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.3:</u>	Retell a story or recount an experience with appropriate facts and relevant details.
<u>WL.K12.IM.4.4:</u>	Provide supporting evidence using logically connected sentences that include relevant details.
<u>WL.K12.IM.4.5:</u>	Retell or summarize a storyline using logically connected sentences with relevant details.
<u>WL.K12.IM.4.6:</u>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<u>WL.K12.IM.5.1:</u>	Write narratives on familiar topics using logically connected sentences with supporting details.
<u>WL.K12.IM.5.2:</u>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<u>WL.K12.IM.5.3:</u>	State an opinion and provide supporting evidence using connected sentences.

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

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Course: M/J Haitian Creole for Haitian Creole Speakers, Intermediate- 0703010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4147>

BASIC INFORMATION

Course Number:	0703010
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Haitian Creole for Haitian Creole Speakers, Intermediate, M/J HAITIAN CREOLE I
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: World Languages</p> <p>SubSubject: Haitian Creole</p>
Course Title:	M/J Haitian Creole for Haitian Creole Speakers, Intermediate
Course Abbreviated Title:	M/J HAITIAN CREOLE I
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content: The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Haitian Creole grammar. Language Arts</p>

	<p>Standards are also included in this course to enable students to become literate in the Haitian Creole language and gain a better understanding of the nature of their own language as well as other languages to be acquired.</p> <p>The course content will reflect the cultural values of Haitian Creole language and societies.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Haitian Creole for Haitian Creole Speakers, Beginning (0703000) and Intermediate (0703010) are equivalent to Haitian Creole for Haitian Creole Speakers 1 (0700300). Course content requirements for the three-course sequence that includes M/J Haitian Creole for Haitian Creole Speakers, Beginning (0703000), Intermediate (0703010), and Advanced (0703020) may be equivalent to the two-course sequence Haitian Creole for Haitian Creole Speakers 1 (0700300) and Haitian Creole for Haitian Creole Speakers 2 (0700310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Haitian Creole for Haitian Creole Speakers sequence in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.</p>
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STANDARDS (62)

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

LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1:	Write arguments focused on <i>discipline-specific content</i> .

	<ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LAFS.7.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>

	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>WL.K12.IL.1.1:</u>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<u>WL.K12.IL.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<u>WL.K12.IL.2.1:</u>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<u>WL.K12.IL.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.IL.2.3:</u>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<u>WL.K12.IL.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.

<u>WL.K12.II.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.II.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.II.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.II.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.II.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.II.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.II.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.II.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.II.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.II.5.3:</u>	Express and support opinions on familiar topics using a series of sentences.
<u>WL.K12.II.5.4:</u>	Compare and contrast information, concepts, and ideas.
<u>WL.K12.II.6.1:</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<u>WL.K12.II.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.II.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.II.6.4:</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).

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<u>WL.K12.IL.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.IL.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.IL.8.1:</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<u>WL.K12.IL.8.2:</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<u>WL.K12.IL.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.3:</u>	Demonstrate understanding of signs and notices in public places.
<u>WL.K12.NH.2.4:</u>	Identify key detailed information needed to fill out forms.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and

	specific language.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.5.3:</u>	Write a description of a familiar experience or event.
<u>WL.K12.NH.5.4:</u>	Write short personal notes using a variety of media.
<u>WL.K12.NH.5.5:</u>	Request information in writing to obtain something needed.
<u>WL.K12.NH.5.6:</u>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<u>WL.K12.NH.5.7:</u>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.

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[WL.K12.NH.9.2:](#)

Use communication tools to establish a connection with a peer from a country where the target language is spoken.



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