

# Course: Economics with Financial Literacy-2102335

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4740.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Economics with Financial Literacy
<b>Course Number:</b>	2102335
<b>Course Abbreviated Title:</b>	ECON FIN LIT
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Economics</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Economics</b> - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.</p> <p><b>Mathematics Benchmark Guidance</b> - Social Studies instruction should include opportunities for students to interpret and create</p>

representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes:**

**Instructional Practices**

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

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

## STANDARDS (87)

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

MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5.1 Use appropriate tools strategically.

MACC.K12.MP.6.1 Attend to precision.

### **MACC.912.N-Q.1 Reason quantitatively and use units to solve problems**

#### **MACC.912.S-ID Interpreting Categorical and Quantitative Data**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

## MACC.912.S-IC Making Inferences and Justifying Conclusions

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<a href="#"><u>HE.912.C.2.4:</u></a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<a href="#"><u>LACC.1112.RH.1.1:</u></a>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
<a href="#"><u>LACC.1112.RH.1.2:</u></a>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<a href="#"><u>LACC.1112.RH.1.3:</u></a>	<p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
<a href="#"><u>LACC.1112.RH.2.4:</u></a>	<p>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>
<a href="#"><u>LACC.1112.RH.2.5:</u></a>	<p>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>
<a href="#"><u>LACC.1112.RH.2.6:</u></a>	<p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>
<a href="#"><u>LACC.1112.RH.3.7:</u></a>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<a href="#"><u>LACC.1112.RH.3.8:</u></a>	<p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>
<a href="#"><u>LACC.1112.RH.3.9:</u></a>	<p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

<a href="#"><u>LACC.1112.RH.4.10:</u></a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
<a href="#"><u>LACC.1112.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and

	informal tasks.
<p><a href="#"><u>LACC.1112.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<p><a href="#"><u>LACC.1112.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> </ol>

	<p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.1112.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.1112.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#"><u>LACC.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.1112.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>MA.912.F.1.1:</u></a>	Explain the difference between simple and compound interest. Remarks/Examples

	<p>Example: Compare the similarities and differences for calculating the final amount of money in your savings account based on simple interest or compound interest.</p>
<p><a href="#"><u>MA.912.F.3.10:</u></a></p>	<p>Calculate the effects on the monthly payment in the change of interest rate based on an adjustable rate mortgage.</p> <p>Remarks/Examples</p> <p>Example: You would like to borrow \$245,000 using a 30-year, 1-year ARM indexed to the 1-year Treasury security with a 2.75 percent margin and 2/6 caps (2 percent per year and 6 percent lifetime). The initial interest rate on this loan is 2.75 percent. The lender is charging you 1.50 points and \$1,200 in miscellaneous fees to close the loan.</p> <p>a) What is the initial payment on this mortgage?  b) If the 1- year Treasury security is yielding 2.25 percent at the first adjustment date, what is your payment on this loan during the second year?  c) Suppose that the 1-year Treasury is yielding 2.75 percent at the second adjustment date. What is the new payment on this loan during the third year?  d) Assuming that you pay of the loan at the end of the third year, what yield did the lender earn on this loan?</p> <p>Now resolve all four parts of the last problem assuming that the loan has a 20 percent payment cap instead of 2/6 interest rate caps.</p> <p>a) What is the initial payment on this mortgage?  b) If the 1- year Treasury security is yielding 2.25 percent at the first adjustment date, what is your payment on this loan during the second year?  c) Suppose that the 1-year Treasury is yielding 2.75 percent at the second adjustment date. What is the new payment on this loan during the third year?  d) Assuming that you pay of the loan at the end of the third year, what yield did the lender earn on this loan?</p>
<p><a href="#"><u>MA.912.F.3.11:</u></a></p>	<p>Calculate the final pay out amount for a balloon mortgage.</p> <p>Remarks/Examples</p>

# Course: French 4 Honors - Advanced Low - Advanced Mid- 0701350

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3972.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	French 4 Honors - Advanced Low - Advanced Mid
<b>Course Number:</b>	0701350
<b>Course Abbreviated Title:</b>	FRENCH 4 HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">French</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>General Notes:</b>	<b>Major Concepts/Content:</b> French 4 expands the skills acquired by the students in French 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

## STANDARDS (69)



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

**LACC.1112.RH.1 Key Ideas and Details**

**LACC.1112.RH.1.2 :**

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

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

**LACC.1112.SL.1 Comprehension and Collaboration**

**LACC.1112.SL.1.1 :**

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

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

**LACC.1112.SL.1.2 :**

Evaluate a speaker’s point of view, reasoning, and use of evidence

and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

### [LACC.1112.SL.2 Presentation of Knowledge and Ideas](#)

#### [LACC.1112.SL.2.4 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

### [LACC.1112.WHST.1 Text Types and Purposes](#)

#### [LACC.1112.WHST.1.1](#)

:

Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows

from or supports the argument presented.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Text Types and Purposes](#)

**LACC.1112.WHST.1.2**

:

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

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Text Types and Purposes](#)

**WL.K12.AM.3 Interpersonal Communication**

**WL.K12.AM.3.6 :**

Use a variety of idiomatic and culturally authentic expressions

	<p>appropriately.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.AM.3.7 :</a>	<p>Exchange general information on a variety of topics outside fields of interest.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.AM.3.1 :</a>	<p>Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.AM.3.2 :</a>	<p>Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.AM.3.3 :</a>	<p>Elaborate on and justify personal preferences, needs, and feelings.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.AM.3.4 :</a>	<p>Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.AM.3.5 :</a>	<p>Exchange and develop information about personal and academic tasks.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.AM.3.8 :</a>	<p>Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<b><a href="#">WL.K12.AL.1 Interpretive Listening</a></b>	
<a href="#">WL.K12.AL.1.4 :</a>	<p>Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretive Listening</a></p>

# Course: French 5 Honors - Advanced High-0701360

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3974.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	French 5 Honors - Advanced High
<b>Course Number:</b>	0701360
<b>Course Abbreviated Title:</b>	FRENCH 5 HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">French</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>General Notes:</b>	<b>Major Concepts/Content:</b> French 5 expands the skills acquired by students in French 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

## STANDARDS (48)

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.

### [LACC.1112.RH.1 Key Ideas and Details](#)

#### [LACC.1112.RH.1.2 :](#)

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

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

### [LACC.1112.SL.1 Comprehension and Collaboration](#)

#### [LACC.1112.SL.1.1 :](#)

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

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

**LACC.1112.SL.1.3 :**

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

**LACC.1112.SL.2 Presentation of Knowledge and Ideas**

**LACC.1112.SL.2.4 :**

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

**LACC.1112.WHST.1 Text Types and Purposes**

**LACC.1112.WHST.1.1**

:

Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows

from or supports the argument presented.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Text Types and Purposes](#)

**LACC.1112.WHST.1.2**

:

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

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Text Types and Purposes](#)

**WL.K12.AH.3 Interpersonal Communication**

**WL.K12.AH.3.5 :**

Exchange, develop, and synthesize complex information about



	<p>personal, academic, and professional tasks.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.AH.3.6 :</a>	<p>Provide structured arguments and develop and support hypotheses, working around occasional difficulties.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.AH.3.1 :</a>	<p>Express self with fluency, flexibility, and precision on concrete and abstract topics.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.AH.3.2 :</a>	<p>Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.AH.3.3 :</a>	<p>Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.AH.3.4 :</a>	<p>Develop and defend complex information during debates or meetings.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.AH.3.7 :</a>	<p>Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.AH.3.8 :</a>	<p>Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpersonal Communication</a></p>
<b><a href="#">WL.K12.AH.1 Interpretive Listening</a></b>	
<a href="#">WL.K12.AH.1.1 :</a>	<p>Demonstrate understanding of extended speech and short lectures on a variety of topics.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.AH.1.2 :</a>	<p>Demonstrate understanding of the main ideas on both concrete and abstract topics.</p>

	Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>
<a href="#">WL.K12.AH.1.3 :</a>	Analyze the speaker’s perspective, tone and style as well as differentiate viewpoints heard in a variety of situations. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>
<a href="#">WL.K12.AH.1.4 :</a>	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>
<a href="#">WL.K12.AH.1.5 :</a>	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>
<a href="#">WL.K12.AH.1.6 :</a>	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>

### [WL.K12.AH.2 Interpretative Reading](#)

<a href="#">WL.K12.AH.2.1 :</a>	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>
<a href="#">WL.K12.AH.2.2 :</a>	Interpret and synthesize meaning from a variety of fictional works and recognize the author’s purpose. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>
<a href="#">WL.K12.AH.2.3 :</a>	Analyze the primary argument and supporting details in written texts. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>
<a href="#">WL.K12.AH.2.4 :</a>	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>

### [WL.K12.AH.4 Presentational Speaking](#)

<a href="#"><u>WL.K12.AH.4.1 :</u></a>	<p>Deliver a clear and precise presentation that engages and informs a specific type of audience.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#"><u>WL.K12.AH.4.2 :</u></a>	<p>Communicate with accuracy, clarity, and precision on many concrete and abstract topics.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#"><u>WL.K12.AH.4.3 :</u></a>	<p>Deliver and defend a viewpoint on an academic or professional issue.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#"><u>WL.K12.AH.4.4 :</u></a>	<p>Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#"><u>WL.K12.AH.4.5 :</u></a>	<p>Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#"><u>WL.K12.AH.4.6 :</u></a>	<p>Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<b><a href="#"><u>WL.K12.AH.5 Presentational Writing</u></a></b>	
<a href="#"><u>WL.K12.AH.5.1 :</u></a>	<p>Write with fluency and clarity well-structured documents on complex topics.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#"><u>WL.K12.AH.5.2 :</u></a>	<p>Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#"><u>WL.K12.AH.5.3 :</u></a>	<p>Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic</p>

	<p>sources (written and oral).</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.AH.5.4 :</a>	<p>Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.AH.5.5 :</a>	<p>Write a narrative about an experience in a clear, fluent style appropriate to different genres.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.AH.5.6 :</a>	<p>Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.AH.5.7 :</a>	<p>Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>

### [WL.K12.AH.6 Culture](#)

<a href="#">WL.K12.AH.6.1 :</a>	<p>Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Culture</a></p>
<a href="#">WL.K12.AH.6.2 :</a>	<p>Analyze aspects of the target language that are expressions of culture.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Culture</a></p>
<a href="#">WL.K12.AH.6.3 :</a>	<p>Summarize the impact of influential people and events, and their contributions to the global community.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Culture</a></p>
<a href="#">WL.K12.AH.6.4 :</a>	<p>Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Culture</a></p>

### [WL.K12.AH.7 Connections](#)

<u><a href="#">WL.K12.AH.7.1 :</a></u>	<p>Synthesize information from different subject areas through the target language to further knowledge of own language and culture.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections</a></p>
<u><a href="#">WL.K12.AH.7.2 :</a></u>	<p>Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections</a></p>

### [WL.K12.AH.8 Comparisons](#)

<u><a href="#">WL.K12.AH.8.1 :</a></u>	<p>Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a></p>
<u><a href="#">WL.K12.AH.8.2 :</a></u>	<p>Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a></p>
<u><a href="#">WL.K12.AH.8.3 :</a></u>	<p>Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a></p>

### [WL.K12.AH.9 Communities](#)

<u><a href="#">WL.K12.AH.9.1 :</a></u>	<p>Use language skills and cultural understanding beyond immediate environment for personal growth.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Communities</a></p>
<u><a href="#">WL.K12.AH.9.2 :</a></u>	<p>Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p>

Belongs to: [Communities](#)



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**WL.K12.AL.1.5 :**

Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.AL.1.6 :**

Follow technical instructions for familiar products and services.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.AL.2 Interpretative Reading**

**WL.K12.AL.2.3 :**

Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

**WL.K12.AL.2.4 :**

Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

**WL.K12.AL.3 Interpersonal Communication**

**WL.K12.AL.3.5 :**

Maintain a conversation even when unpredictable situations arise in a familiar context.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

**WL.K12.AL.3.6 :**

Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

**WL.K12.AL.3.7 :**

Incorporate formal and informal language and the appropriate register in a conversation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

**WL.K12.AL.3.8 :**

Collaborate to develop and propose solutions to problems.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

**WL.K12.AL.4 Presentational Speaking**

**WL.K12.AL.4.4 :**

Communicate ideas on a variety of topics with accuracy, clarity, and precision.

	Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.AL.4.5 :</a>	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.AL.4.6 :</a>	Provide information on academic and job related topics with clarity and detail. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>

### [WL.K12.AL.5 Presentational Writing](#)

<a href="#">WL.K12.AL.5.5 :</a>	Write using different time frames and appropriate mood. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.AL.5.6 :</a>	Write using style, language, and tone appropriate to the audience and purpose of the presentation. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.AL.5.7 :</a>	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>

### [WL.K12.AL.6 Culture](#)

<a href="#">WL.K12.AL.6.3 :</a>	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes). Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Culture</a>
<a href="#">WL.K12.AL.6.4 :</a>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Culture</a>

### [WL.K12.AL.7 Connections](#)

<a href="#">WL.K12.AL.7.2 :</a>	Distinguish among viewpoints presented through the target
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	<p>language and incorporate this knowledge to reinforce and further knowledge of other disciplines.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections</a></p>
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**[WL.K12.AL.8 Comparisons](#)**

<b><u><a href="#">WL.K12.AL.8.2 :</a></u></b>	<p>Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Comparisons</a></p>
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<b><u><a href="#">WL.K12.AL.8.3 :</a></u></b>	<p>Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student’s own.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Comparisons</a></p>
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**[WL.K12.AL.9 Communities](#)**

<b><u><a href="#">WL.K12.AL.9.2 :</a></u></b>	<p>Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Communities</a></p>
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**[WL.K12.AM.1 Interpretive Listening](#)**

<b><u><a href="#">WL.K12.AM.1.1 :</a></u></b>	<p>Demonstrate understanding of factual information about common everyday or job-related topics.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretive Listening</a></p>
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<b><u><a href="#">WL.K12.AM.1.2 :</a></u></b>	<p>Demonstrate understanding of presentations where different accents and lexical variations are used.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretive Listening</a></p>
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<b><u><a href="#">WL.K12.AM.1.3 :</a></u></b>	<p>Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretive Listening</a></p>
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<b><u><a href="#">WL.K12.AM.1.4 :</a></u></b>	<p>Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of</p>
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	<p>media.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.AM.1.5 :</a>	<p>Demonstrate understanding of different points of view in a discussion.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.AM.1.6 :</a>	<p>Follow complex technical instructions and specifications in real life settings.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretive Listening</a></p>

### [WL.K12.AM.2 Interpretative Reading](#)

<a href="#">WL.K12.AM.2.1 :</a>	<p>Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretative Reading</a></p>
<a href="#">WL.K12.AM.2.2 :</a>	<p>Demonstrate understanding of different points of view presented through a variety of literary works.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretative Reading</a></p>
<a href="#">WL.K12.AM.2.3 :</a>	<p>Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretative Reading</a></p>
<a href="#">WL.K12.AM.2.4 :</a>	<p>Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretative Reading</a></p>

### [WL.K12.AM.4 Presentational Speaking](#)

<a href="#">WL.K12.AM.4.1 :</a>	<p>Deliver an articulated presentation on personal, academic, or professional topics.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#">WL.K12.AM.4.2 :</a>	<p>Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>

<a href="#"><u>WL.K12.AM.4.3 :</u></a>	Narrate, with ease and detail, events of current, public, or personal interest. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>
<a href="#"><u>WL.K12.AM.4.4 :</u></a>	Prepare and deliver presentations based on inquiry or research. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>
<a href="#"><u>WL.K12.AM.4.5 :</u></a>	Narrate a story and describe reactions with clarity and detail. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>
<a href="#"><u>WL.K12.AM.4.6 :</u></a>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>

### [WL.K12.AM.5 Presentational Writing](#)

<a href="#"><u>WL.K12.AM.5.1 :</u></a>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Writing</u></a>
<a href="#"><u>WL.K12.AM.5.2 :</u></a>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Writing</u></a>
<a href="#"><u>WL.K12.AM.5.3 :</u></a>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Writing</u></a>
<a href="#"><u>WL.K12.AM.5.4 :</u></a>	Incorporate, with accuracy, idioms and culturally authentic expressions in writing. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Writing</u></a>
<a href="#"><u>WL.K12.AM.5.5 :</u></a>	Write with clarity following consistent control of time frames and mood. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Writing</u></a>
<a href="#"><u>WL.K12.AM.5.6 :</u></a>	Produce a persuasive essay and sustain and justify opinions and

	arguments in writing. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.AM.5.7 :</a>	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>

### [WL.K12.AM.6 Culture](#)

<a href="#">WL.K12.AM.6.1 :</a>	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s). Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Culture</a>
<a href="#">WL.K12.AM.6.2 :</a>	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Culture</a>
<a href="#">WL.K12.AM.6.3 :</a>	Evaluate the effects of the target culture's contributions on other societies. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Culture</a>
<a href="#">WL.K12.AM.6.4 :</a>	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems). Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Culture</a>

### [WL.K12.AM.7 Connections](#)

<a href="#">WL.K12.AM.7.1 :</a>	Analyze, reinforce, and further knowledge of other disciplines through the target language. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections</a>
<a href="#">WL.K12.AM.7.2 :</a>	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections</a>

### WL.K12.AM.8 Comparisons

<u>WL.K12.AM.8.1 :</u>	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>
<u>WL.K12.AM.8.2 :</u>	Analyze the sound symbol association between the target language and own. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>
<u>WL.K12.AM.8.3 :</u>	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>

### WL.K12.AM.9 Communities

<u>WL.K12.AM.9.1 :</u>	Use knowledge acquired in the target language to access information on careers and employment opportunities. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Communities</a>
<u>WL.K12.AM.9.2 :</u>	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Communities</a>



	<p>Example: If you have a 5-year balloon mortgage with a 15 year amortization schedule, a rate of 6.5%, and a \$100,000 loan what would the remaining balance be after the end of the fifth year?</p>
<p><a href="#"><u>MA.912.F.3.12:</u></a></p>	<p>Compare the cost of paying a higher interest rate and lower points versus a lower interest rate and more points. Remarks/Examples</p> <p>Example: Assuming all of the following were originally 15 year mortgages, which fixed rate mortgage cost the mortgagor the least?</p> <p>a) 7.375% interest + 0 points paid off in 10 years b) 7.375% interest + 0 points paid off in 7 years c) 7 % interest + 3 points paid off in 10 years d) 7 % interest + 3 points paid off in 7 years</p>
<p><a href="#"><u>MA.912.F.3.13:</u></a></p>	<p>Calculate the total amount paid for the life of a loan for a house including the down payment, points, fees, and interest. Remarks/Examples</p> <p>Example: Calculate the total amount paid for a \$100,000 house with a 15 year fixed rate loan at 5.65% if the mortgagor pays a \$25,000 down payment; 2 points; 1% origination fee; maximum brokerage fee on a net loan; and State Documentary Stamps on the deed at a tax rate of \$.70 per \$100, the mortgage note at a tax rate of \$.35 per \$100, a and Intangible Tax at a rate of .002.</p>
<p><a href="#"><u>MA.912.F.3.14:</u></a></p>	<p>Compare the total cost for a set purchase price using a fixed rate, adjustable rate, and a balloon mortgage. Remarks/Examples</p> <p>Example: Find the total cost for a \$225,000 mortgage for the following options:</p> <p>a) 30 year fixed rate mortgage with a rate of 6.35 % b) 3/1 ARM with a rate of 6.75% with a maximum adjustment of 2 points per year with a cap of 6 points for 30 years c) 10 year balloon mortgage with a 30 year amortization schedule with a rate of 5.5%</p> <p>Next describe the benefits and detriments of each mortgage</p>

# Course: French 2 - Intermediate Low – Intermediate Mid- 0701330

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3964.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	French 2 - Intermediate Low – Intermediate Mid
<b>Course Number:</b>	0701330
<b>Course Abbreviated Title:</b>	FRENCH 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">French</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<b>Major Concepts/Content:</b> French 2 reinforces the fundamental skills acquired by the students in French 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

## STANDARDS (90)

Note: Connections, Comparisons and Communities are combined here under one standard.

However, teachers may divide this standard into three separate ones to align them with the national standards.

### [LACC.910.RH.1 Key Ideas and Details](#)

#### [LACC.910.RH.1.2 :](#)

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

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

### [LACC.910.SL.1 Comprehension and Collaboration](#)

#### [LACC.910.SL.1.1 :](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

#### [LACC.910.SL.1.2 :](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence



and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

### [LACC.910.SL.2 Presentation of Knowledge and Ideas](#)

#### [LACC.910.SL.2.4 :](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

### [LACC.910.WHST.1 Text Types and Purposes](#)

#### [LACC.910.WHST.1.1 :](#)

Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Text Types and Purposes](#)

**LACC.910.WHST.1.2 :**

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

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Text Types and Purposes](#)

**WL.K12.IL.3 Interpersonal Communication**

**WL.K12.IL.3.6 :**

Recount and restate information received in a conversation in order to clarify meaning.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Interpersonal Communication](#)

# Course: French 3 Honors - Intermediate High - Advanced Low- 0701340

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3969.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	French 3 Honors - Intermediate High - Advanced Low
<b>Course Number:</b>	0701340
<b>Course Abbreviated Title:</b>	FRENCH 3 HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">French</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>General Notes:</b>	<b>Major Concepts/Content:</b> French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

## STANDARDS (69)

Note: Connections, Comparisons and Communities are combined here under one standard.

However, teachers may divide this standard into three separate ones to align them with the national standards.

### [LACC.1112.RH.1 Key Ideas and Details](#)

#### [LACC.1112.RH.1.2 :](#)

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

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

### [LACC.1112.SL.1 Comprehension and Collaboration](#)

#### [LACC.1112.SL.1.1 :](#)

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

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

#### [LACC.1112.SL.1.3 :](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas,

word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

## [LACC.1112.SL.2 Presentation of Knowledge and Ideas](#)

### [LACC.1112.SL.2.4 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

## [LACC.1112.WHST.1 Text Types and Purposes](#)

### [LACC.1112.WHST.1.1](#)

:

Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

	<p>Cognitive Complexity: Level 4: Extended Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Text Types and Purposes</a></p>
<p><a href="#">LACC.1112.WHST.1.2</a> :</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ol> <p>Cognitive Complexity: Level 4: Extended Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Text Types and Purposes</a></p>
<p><a href="#">WL.K12.AL.6 Culture</a></p>	
<p><a href="#">WL.K12.AL.6.1</a> :</p>	<p>Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Culture</a></p>

**WL.K12.AL.6.2 :**

Explain why the target language has value in culture and in a global society.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.AL.1 Interpretive Listening**

**WL.K12.AL.1.1 :**

Demonstrate understanding of extended speech on familiar and unfamiliar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.AL.1.2 :**

Follow presentations on familiar and unfamiliar topics in different situations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.AL.1.3 :**

Demonstrate understanding of factual information about everyday life, study, or work- related topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.AL.2 Interpretative Reading**

**WL.K12.AL.2.1 :**

Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

**WL.K12.AL.2.2 :**

Make inferences and predictions from a written source.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

**WL.K12.AL.3 Interpersonal Communication**

**WL.K12.AL.3.1 :**

Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

**WL.K12.AL.3.2 :**

Express and connect ideas when engaged in a lengthy conversation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

**WL.K12.AL.3.3 :**

Justify personal preferences, needs and feelings in order to

	<p>persuade others.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.AL.3.4 :</a>	<p>Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<b><a href="#">WL.K12.AL.4 Presentational Speaking</a></b>	
<a href="#">WL.K12.AL.4.1 :</a>	<p>Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#">WL.K12.AL.4.2 :</a>	<p>Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#">WL.K12.AL.4.3 :</a>	<p>Speak using different time frames and appropriate mood with good control.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<b><a href="#">WL.K12.AL.5 Presentational Writing</a></b>	
<a href="#">WL.K12.AL.5.1 :</a>	<p>Express, in writing, ideas on a variety of topics presented in clear, organized texts.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.AL.5.2 :</a>	<p>Write work-related documents (fill out an application, prepare a resume, write a business letter).</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.AL.5.3 :</a>	<p>Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.AL.5.4 :</a>	<p>Use idioms and idiomatic expressions in writing.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>



### [WL.K12.AL.7 Connections](#)

#### [WL.K12.AL.7.1 :](#)

Apply knowledge gained in the target language to make connections to other content areas.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

### [WL.K12.AL.8 Comparisons](#)

#### [WL.K12.AL.8.1 :](#)

Apply new structural patterns acquired in the target language.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Comparisons](#)

### [WL.K12.AL.9 Communities](#)

#### [WL.K12.AL.9.1 :](#)

Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Communities](#)

### [WL.K12.IH.1 Interpretive Listening](#)

#### [WL.K12.IH.1.1 :](#)

Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

#### [WL.K12.IH.1.2 :](#)

Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

#### [WL.K12.IH.1.3 :](#)

Follow informal presentations on a variety of topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

#### [WL.K12.IH.1.4 :](#)

Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

#### [WL.K12.IH.1.5 :](#)

Identify the main idea and supporting details from discussions and interviews on familiar topics.

	Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>
<a href="#">WL.K12.IH.1.6 :</a>	Demonstrate understanding of complex directions and instructions in unfamiliar settings. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>

### [WL.K12.IH.2 Interpretative Reading](#)

<a href="#">WL.K12.IH.2.1 :</a>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>
<a href="#">WL.K12.IH.2.2 :</a>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>
<a href="#">WL.K12.IH.2.3 :</a>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>
<a href="#">WL.K12.IH.2.4 :</a>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>

### [WL.K12.IH.3 Interpersonal Communication](#)

<a href="#">WL.K12.IH.3.1 :</a>	State and support different points of views and take an active part in discussions. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IH.3.2 :</a>	Sustain a conversation in uncomplicated situations on a variety of topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IH.3.3 :</a>	Express degrees of emotion and respond appropriately to the feelings and emotions of others.

	Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IH.3.4 :</a>	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IH.3.5 :</a>	Initiate, maintain, and end a conversation on a variety of familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IH.3.6 :</a>	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IH.3.7 :</a>	Ask for, follow, and give directions in complex situations. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IH.3.8 :</a>	Describe and elaborate on a personal situation or problem using details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<b><a href="#">WL.K12.IH.4 Presentational Speaking</a></b>	
<a href="#">WL.K12.IH.4.1 :</a>	Present information on familiar topics with clarity and detail using multimedia resources. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IH.4.2 :</a>	Present viewpoints on an issue and support opinions with clarity and detail. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IH.4.3 :</a>	Describe personal experiences and interests with clarity and detail. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IH.4.4 :</a>	Produce reports and multimedia compositions in order to present a group project. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WI K12 IH 4 5 :</a>	Use paraphrasing, circumlocution, and illustrations to make self

	<p>more clearly understood when relating experiences and retelling a story.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
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<a href="#">WL.K12.IH.4.6 :</a>	<p>Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
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**[WL.K12.IH.5 Presentational Writing](#)**

<a href="#">WL.K12.IH.5.1 :</a>	<p>Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
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<a href="#">WL.K12.IH.5.2 :</a>	<p>Describe, in writing, personal experiences and interests with clarity and detail.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
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<a href="#">WL.K12.IH.5.3 :</a>	<p>Present, in writing, viewpoints on an issue and support opinion with clarity and detail.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
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<a href="#">WL.K12.IH.5.4 :</a>	<p>Provide clear and detailed information in writing on academic and work topics with clarity and detail.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
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<a href="#">WL.K12.IH.5.5 :</a>	<p>Describe, in writing, events in chronological order.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
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<a href="#">WL.K12.IH.5.6 :</a>	<p>Write about a story and describe reactions with clarity and detail.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
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<a href="#">WL.K12.IH.5.7 :</a>	<p>Write a short essay or biography using descriptive details and a variety of sentence structure.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
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**[WL.K12.IH.6 Culture](#)**

<a href="#">WL.K12.IH.6.1 :</a>	<p>Investigate practices and perspectives of past and contemporary</p>
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	<p>life in the target culture through a variety of media.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Culture</a></p>
<a href="#">WL.K12.IH.6.2 :</a>	<p>Apply language and behaviors that are appropriate to the target culture in an authentic situation.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Culture</a></p>
<a href="#">WL.K12.IH.6.3 :</a>	<p>Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Culture</a></p>
<a href="#">WL.K12.IH.6.4 :</a>	<p>Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Culture</a></p>
<b><a href="#">WL.K12.IH.7 Connections</a></b>	
<a href="#">WL.K12.IH.7.1 :</a>	<p>Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Connections</a></p>
<a href="#">WL.K12.IH.7.2 :</a>	<p>Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Connections</a></p>
<b><a href="#">WL.K12.IH.8 Comparisons</a></b>	
<a href="#">WL.K12.IH.8.1 :</a>	<p>Compare similarities and differences between the target language and own language.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Comparisons</a></p>
<a href="#">WL.K12.IH.8.2 :</a>	<p>Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Comparisons</a></p>
<a href="#">WL.K12.IH.8.3 :</a>	<p>Compare the cultural traditions and celebrations that exist in the</p>

	<p>target cultures and other cultures with own.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Comparisons</a></p>
<p><b><u><a href="#">WL.K12.IH.9 Communities</a></u></b></p>	
<p><b><u><a href="#">WL.K12.IH.9.1 :</a></u></b></p>	<p>Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Communities</a></p>
<p><b><u><a href="#">WL.K12.IH.9.2 :</a></u></b></p>	<p>Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Communities</a></p>



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<a href="#"><u>WL.K12.IL.3.7 :</u></a>	Exchange general information about a few topics outside personal and academic fields of interest. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IL.3.8 :</u></a>	Initiate, engage, and exchange basic information to solve a problem. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IL.3.1 :</u></a>	Initiate and engage in a conversation on familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IL.3.2 :</u></a>	Interact with others in everyday situations. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IL.3.3 :</u></a>	Express and react to feelings and emotions in real life situations. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IL.3.4 :</u></a>	Exchange information about familiar academic and social topics including participation in an interview. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IL.3.5 :</u></a>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<b><a href="#"><u>WL.K12.IL.1 Interpretive Listening</u></a></b>	
<a href="#"><u>WL.K12.IL.1.1 :</u></a>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>
<a href="#"><u>WL.K12.IL.1.2 :</u></a>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>
<a href="#"><u>WL.K12.IL.1.3 :</u></a>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>

**WL.K12.IL.1.4 :**

Identify key points and essential details on familiar topics presented through a variety of media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.IL.1.5 :**

Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.IL.1.6 :**

Demonstrate understanding of multiple-step directions and instructions in familiar settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.IL.2 Interpretative Reading**

**WL.K12.IL.2.1 :**

Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

**WL.K12.IL.2.2 :**

Interpret written literary text in which the writer tells or asks about familiar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

**WL.K12.IL.2.3 :**

Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

**WL.K12.IL.2.4 :**

Demonstrate understanding of vocabulary used in context when following written directions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

**WL.K12.IL.4 Presentational Speaking**

**WL.K12.IL.4.1 :**

Present information on familiar topics using a series of sentences with sufficient details.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

**WL.K12.IL.4.2 :**

Describe people, objects, and situations using a series of



	<p>sequenced sentences. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#">WL.K12.IL.4.3 :</a>	<p>Express needs, wants, and plans using a series of sentences that include essential details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#">WL.K12.IL.4.4 :</a>	<p>Provide a logical sequence of instructions on how to make something or complete a task. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#">WL.K12.IL.4.5 :</a>	<p>Present a short skit or play using well-structured sentences. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#">WL.K12.IL.4.6 :</a>	<p>Describe events in chronological order using connected sentences with relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a></p>

### [WL.K12.IL.5 Presentational Writing](#)

<a href="#">WL.K12.IL.5.1 :</a>	<p>Write on familiar topics and experiences using main ideas and supporting details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.IL.5.2 :</a>	<p>Describe a familiar event or situation using a variety of sentences and with supporting details Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.IL.5.3 :</a>	<p>Express and support opinions on familiar topics using a series of sentences. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.IL.5.4 :</a>	<p>Compare and contrast information, concepts, and ideas. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.IL.5.5 :</a>	<p>Develop questions to obtain and clarify information. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WI K12 II 5.6 :</a>	<p>Conduct research and write a detailed plan (e.g.; a trip to a country</p>

	<p>where the target language is spoken).</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.IL.5.7 :</a>	<p>Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<b><a href="#">WL.K12.IL.6 Culture</a></b>	
<a href="#">WL.K12.IL.6.1 :</a>	<p>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.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Culture</a></p>
<a href="#">WL.K12.IL.6.2 :</a>	<p>Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Culture</a></p>
<a href="#">WL.K12.IL.6.3 :</a>	<p>Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Culture</a></p>
<a href="#">WL.K12.IL.6.4 :</a>	<p>Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Culture</a></p>
<b><a href="#">WL.K12.IL.7 Connections</a></b>	
<a href="#">WL.K12.IL.7.1 :</a>	<p>Access information in the target language to reinforce previously acquired content area knowledge.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections</a></p>
<a href="#">WL.K12.IL.7.2 :</a>	<p>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.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections</a></p>

### WL.K12.IL.8 Comparisons

<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. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>
<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. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>
<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. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>

### WL.K12.IL.9 Communities

<u>WL.K12.IL.9.1 :</u>	Use the target language to participate in different activities for personal enjoyment and enrichment. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Communities</a>
<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. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Communities</a>

### WL.K12.IM.1 Interpretive Listening

<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. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>
<u>WL.K12.IM.1.2 :</u>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>
<u>WL.K12.IM.1.3 :</u>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and

	<p>announcements.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.IM.1.4 :</a>	<p>Identify essential information and supporting details on familiar topics presented through a variety of media.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.IM.1.5 :</a>	<p>Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.IM.1.6 :</a>	<p>Demonstrate understanding of complex directions and instructions in familiar settings.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretive Listening</a></p>
<p><b><a href="#">WL.K12.IM.2 Interpretative Reading</a></b></p>	
<a href="#">WL.K12.IM.2.1 :</a>	<p>Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretative Reading</a></p>
<a href="#">WL.K12.IM.2.2 :</a>	<p>Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretative Reading</a></p>
<a href="#">WL.K12.IM.2.3 :</a>	<p>Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretative Reading</a></p>
<a href="#">WL.K12.IM.2.4 :</a>	<p>Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretative Reading</a></p>
<p><b><a href="#">WL.K12.IM.3 Interpersonal Communication</a></b></p>	
<a href="#">WL.K12.IM.3.1 :</a>	<p>Express views and effectively engage in conversations on a variety of familiar topics.</p>

	Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IM.3.2 :</a>	Ask and answer questions on familiar topics to clarify information and sustain a conversation. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IM.3.3 :</a>	Express personal views and opinions on a variety of topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IM.3.4 :</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led). Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IM.3.5 :</a>	Initiate and maintain a conversation on a variety of familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IM.3.6 :</a>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IM.3.7 :</a>	Follow grammatical rules for self-correction when speaking. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.IM.3.8 :</a>	Describe a problem or situation with details and state an opinion. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>

#### [WL.K12.IM.4 Presentational Speaking](#)

<a href="#">WL.K12.IM.4.1 :</a>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IM.4.2 :</a>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IM.4.3 :</a>	Retell a story or recount an experience with appropriate facts and relevant details.

	Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IM.4.4 :</a>	Provide supporting evidence using logically connected sentences that include relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IM.4.5 :</a>	Retell or summarize a storyline using logically connected sentences with relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IM.4.6 :</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>

### [WL.K12.IM.5 Presentational Writing](#)

<a href="#">WL.K12.IM.5.1 :</a>	Write narratives on familiar topics using logically connected sentences with supporting details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.IM.5.2 :</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.IM.5.3 :</a>	State an opinion and provide supporting evidence using connected sentences. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.IM.5.4 :</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.IM.5.5 :</a>	Draft, edit, and summarize information, concepts, and ideas. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.IM.5.6 :</a>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.

	Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.IM.5.7 :</a>	Write a narrative based on experiences that use descriptive language and details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>

### [WL.K12.IM.6 Culture](#)

<a href="#">WL.K12.IM.6.1 :</a>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s). Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Culture</a>
<a href="#">WL.K12.IM.6.2 :</a>	Use practices and characteristics of the target cultures for daily activities among peers and adults. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Culture</a>
<a href="#">WL.K12.IM.6.3 :</a>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Culture</a>
<a href="#">WL.K12.IM.6.4 :</a>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Culture</a>

### [WL.K12.IM.7 Connections](#)

<a href="#">WL.K12.IM.7.1 :</a>	Use expanded vocabulary and structures in the target language to increase content area knowledge. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections</a>
<a href="#">WL.K12.IM.7.2 :</a>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections</a>

### [WL.K12.IM.8 Comparisons](#)

<a href="#"><u>WL.K12.IM.8.1 :</u></a>	<p>Compare language structures and skills that transfer from one language to another.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#"><u>Comparisons</u></a></p>
<a href="#"><u>WL.K12.IM.8.2 :</u></a>	<p>Compare and contrast structural patterns in the target language and own.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#"><u>Comparisons</u></a></p>
<a href="#"><u>WL.K12.IM.8.3 :</u></a>	<p>Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#"><u>Comparisons</u></a></p>
<b><a href="#"><u>WL.K12.IM.9 Communities</u></a></b>	
<a href="#"><u>WL.K12.IM.9.1 :</u></a>	<p>Use expanded vocabulary and structures in the target language to access different media and community resources.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#"><u>Communities</u></a></p>
<a href="#"><u>WL.K12.IM.9.2 :</u></a>	<p>Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#"><u>Communities</u></a></p>



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	option.
<a href="#"><u>MA.912.F.3.2:</u></a>	<p>Analyze credit scores and reports.</p> <p>Remarks/Examples</p> <p>Example: Explain how each of the following categories affects a credit score: 1) past payment history, 2) amount of debt, 3) public records information, 4) length of credit history, and 5) the number of recent credit inquiries.</p>
<a href="#"><u>MA.912.F.3.3:</u></a>	<p>Calculate the finance charges and total amount due on a credit card bill.</p> <p>Remarks/Examples</p> <p>Example: Calculate the finance charge each month and the total amount paid for 5 months if you charged \$500 on your credit card but you can only afford to pay \$100 each month. Your credit card has a monthly periodic finance rate of .688% and an annual finance rate of 8.9%.</p>
<a href="#"><u>MA.912.F.3.4:</u></a>	<p>Compare the advantages and disadvantages of deferred payments.</p> <p>Remarks/Examples</p> <p>Example: Compare paying on a college loan between a Stafford loan or a PLUS loan two years after graduation</p>
<a href="#"><u>MA.912.F.3.5:</u></a>	<p>Calculate deferred payments.</p> <p>Remarks/Examples</p> <p>Example: You want to buy a sofa that cost \$899. Company A will let you pay \$100 down and then pay the remaining amount over 3 years at 22% interest. Company B will not make you pay a down payment and they will defer payments for one year. However, you will accrue interest at a rate of 20 % interest during that first year. Starting the second year you will have to pay the new amount for 2 years at a rate of 26 % interest. Which deal is better and why? Calculate the total amount paid for both deals. Example: An electronics company advertises that you don't have to pay anything for 2 years. If you bought a big screen TV for \$2999 on January 1st what would your balance be two years later if you haven't made any payments assuming an interest rate of 23.99%? What would your monthly payments be to pay the TV off in 2 years? What did the TV really cost you?</p>

<a href="#"><u>MA.912.F.3.6:</u></a>	<p>Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees.</p> <p>Remarks/Examples</p> <p>Example: Find the actual cost of a car and interest charged with a showroom price of \$15,999, down payment of \$1,600, rate of interest of 12%, and 30 monthly payments.</p>
<a href="#"><u>MA.912.F.3.9:</u></a>	<p>Calculate the total amount to be paid over the life of a fixed rate loan.</p> <p>Remarks/Examples</p> <p>Example: Calculate the total amount to be paid for a \$275,000 loan at 5.75% interest over 30 years</p>
<a href="#"><u>MA.912.F.4.1:</u></a>	<p>Develop personal budgets that fit within various income brackets.</p> <p>Remarks/Examples</p> <p>Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.</p>
<a href="#"><u>MA.912.F.4.10:</u></a>	Analyze diversification in investments.
<a href="#"><u>MA.912.F.4.11:</u></a>	<p>Purchase stock with a set amount of money, and follow the process through gains, losses, and selling.</p> <p>Remarks/Examples</p> <p>Example: At the beginning of the year, Mary invests \$3000, buying \$1500 of Stock A at \$30 per share, \$1000 of Stock B at \$40 per share, and putting \$500 in a money market account paying 5% interest. At the end of the year, stock A is priced at \$34 per share, and stock B is priced at \$38 per share. What is the overall rate of return for the year on Mary's investments?</p>
<a href="#"><u>MA.912.F.4.12:</u></a>	<p>Compare and contrast income from purchase of common stock, preferred stock, and bonds.</p> <p>Remarks/Examples</p> <p>Example: Explain the difference between common and preferred</p>

	<p>stock. What are some reasons people might choose common stock over preferred stock? Which type of stock is more prevalent in the market today?</p> <p>Example: Compare corporate bonds, government bonds, and common stock as investments with respect to the following attributes: rates of return, price risk, default risk, and taxability of earnings</p>
<p><a href="#"><u>MA.912.F.4.13:</u></a></p>	<p>Given current exchange rates be able to convert from one form of currency to another.</p> <p>Remarks/Examples</p> <p>Example: Suppose you are traveling in Europe, and while there you withdraw 150 Euros to pay for expenses. If the exchange rate at the time was \$1.27 per Euro, how much money (in dollars) was charged to your bank account?</p>
<p><a href="#"><u>MA.912.F.4.14:</u></a></p>	<p>Use data to compare historical rates of return on investments with investment claims to make informed decisions and identify potential fraud.</p>
<p><a href="#"><u>MA.912.F.4.2:</u></a></p>	<p>Explain cash management strategies including debit accounts, checking accounts, and savings accounts.</p> <p>Remarks/Examples</p> <p>Example: Explain the difference between a checking account and a savings account. Why might you want to have both types of accounts? Why might you want to have only one or the other type? Why is it rare to find someone who has a savings account but no checking account?</p>
<p><a href="#"><u>MA.912.F.4.3:</u></a></p>	<p>Calculate net worth.</p> <p>Remarks/Examples</p> <p>Example: Jose is trying to prepare a balance sheet for the end of the year. His balances and details for the year are given in the table below. Write a balance sheet of Jose's liabilities and assets, and compute his net worth.</p>
<p><a href="#"><u>MA.912.F.4.4:</u></a></p>	<p>Establish a plan to pay off debt.</p> <p>Remarks/Examples</p>

	<p>Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p>
<p><a href="#"><u>MA.912.F.4.5:</u></a></p>	<p>Develop and apply a variety of strategies to use tax tables, and to determine, calculate, and complete yearly federal income tax. Remarks/Examples</p> <p>Example: Suppose that Joe had income of \$40,000 in 2005, and had various deductions totaling \$6,240. If Joe filed as a single person, how much income tax did he have to pay that year?</p>
<p><a href="#"><u>MA.912.F.4.6:</u></a></p>	<p>Compare different insurance options and fees.</p>
<p><a href="#"><u>MA.912.F.4.7:</u></a></p>	<p>Compare and contrast the role of insurance as a device to mitigate risk and calculate expenses of various options. Remarks/Examples</p> <p>Example: Explain why a person might choose to buy life insurance. Are there any circumstances under which one might not want life insurance?</p>
<p><a href="#"><u>MA.912.F.4.8:</u></a></p>	<p>Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals. Remarks/Examples</p> <p>Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.</p>
<p><a href="#"><u>MA.912.F.4.9:</u></a></p>	<p>Calculate, compare, and contrast different types of retirement plans, including IRAs, ROTH accounts, and annuities. Remarks/Examples</p> <p>Example: Suppose you put \$5000 per year into an IRA for 40 years. If the account pays 6% per year interest, how much would you have at the end of the 40 years? If, at that time, you are in the 15% income tax bracket, how much would this be after taxes?</p>

# Course: French 1 - Novice Low – Novice High-0701320

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3956.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	French 1 - Novice Low – Novice High
<b>Course Number:</b>	0701320
<b>Course Abbreviated Title:</b>	FRENCH 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">French</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<b>Major Concepts/Content:</b> French 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

## STANDARDS (90)

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

national standards.

### LACC.910.RH.1 Key Ideas and Details

#### LACC.910.RH.1.2 :

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

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

### LACC.910.SL.1 Comprehension and Collaboration

#### LACC.910.SL.1.1 :

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

#### LACC.910.SL.1.2 :

Evaluate a speaker's point of view, reasoning, and use of evidence

and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

### [LACC.910.SL.2 Presentation of Knowledge and Ideas](#)

#### [LACC.910.SL.2.4 :](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

### [LACC.910.WHST.1 Text Types and Purposes](#)

#### [LACC.910.WHST.1.1 :](#)

Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Text Types and Purposes](#)

**LACC.910.WHST.1.2 :**

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

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Text Types and Purposes](#)

**WL.K12.NH.3 Interpersonal Communication**

**WL.K12.NH.3.8 :**

Describe a problem or a situation with sufficient details in order to be understood.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Interpersonal Communication](#)



<a href="#"><u>WL.K12.NH.3.1 :</u></a>	Engage in short social interactions using phrases and simple sentences. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.NH.3.2 :</u></a>	Exchange information about familiar tasks, topics and activities, including personal information. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.NH.3.3 :</u></a>	Exchange information using simple language about personal preferences, needs, and feelings. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.NH.3.4 :</u></a>	Ask and answer a variety of questions about personal information. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.NH.3.5 :</u></a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.NH.3.6 :</u></a>	Use basic language skills supported by body language and gestures to express agreement and disagreement. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.NH.3.7 :</u></a>	Ask for and give simple directions to go somewhere or to complete a task. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>

#### [WL.K12.NH.4 Presentational Speaking](#)

<a href="#"><u>WL.K12.NH.4.1 :</u></a>	Provide basic information on familiar topics using phrases and simple sentences. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>
<a href="#"><u>WL.K12.NH.4.2 :</u></a>	Describe aspects of daily life using complete sentences. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>
<a href="#"><u>WL.K12.NH.4.3 :</u></a>	Describe familiar experiences or events using both general and specific language. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>

<a href="#"><u>WL.K12.NH.4.4 :</u></a>	Present personal information about one’s self and others. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>
<a href="#"><u>WL.K12.NH.4.5 :</u></a>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>
<a href="#"><u>WL.K12.NH.4.6 :</u></a>	Use verbal and non verbal communication when making announcements or introductions. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>

### [WL.K12.NH.1 Interpretive Listening](#)

<a href="#"><u>WL.K12.NH.1.1 :</u></a>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>
<a href="#"><u>WL.K12.NH.1.2 :</u></a>	Demonstrate understanding of short conversations in familiar contexts. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>
<a href="#"><u>WL.K12.NH.1.3 :</u></a>	Demonstrate understanding of short, simple messages and announcements on familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>
<a href="#"><u>WL.K12.NH.1.4 :</u></a>	Demonstrate understanding of key points on familiar topics presented through a variety of media. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>
<a href="#"><u>WL.K12.NH.1.5 :</u></a>	Demonstrate understanding of simple stories or narratives. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>
<a href="#"><u>WL.K12.NH.1.6 :</u></a>	Follow directions or instructions to complete a task when expressed in short conversations. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>

### [WL.K12.NH.2 Interpretative Reading](#)

<a href="#"><u>WL.K12.NH.2.1 :</u></a>	Determine main idea from simple texts that contain familiar
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	<p>vocabulary used in context.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretative Reading</a></p>
<a href="#">WL.K12.NH.2.2 :</a>	<p>Identify the elements of story such as setting, theme and characters.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretative Reading</a></p>
<a href="#">WL.K12.NH.2.3 :</a>	<p>Demonstrate understanding of signs and notices in public places.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretative Reading</a></p>
<a href="#">WL.K12.NH.2.4 :</a>	<p>Identify key detailed information needed to fill out forms.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretative Reading</a></p>
<b><a href="#">WL.K12.NH.5 Presentational Writing</a></b>	
<a href="#">WL.K12.NH.5.1 :</a>	<p>Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.NH.5.2 :</a>	<p>Write simple statements to describe aspects of daily life.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.NH.5.3 :</a>	<p>Write a description of a familiar experience or event.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.NH.5.4 :</a>	<p>Write short personal notes using a variety of media.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.NH.5.5 :</a>	<p>Request information in writing to obtain something needed.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.NH.5.6 :</a>	<p>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).  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#">WL.K12.NH.5.7 :</a>	<p>Pre-write by generating ideas from multiple sources based upon teacher- directed topics.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p>

Belongs to: [Presentational Writing](#)

### [WL.K12.NH.6 Culture](#)

#### [WL.K12.NH.6.1 :](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

#### [WL.K12.NH.6.2 :](#)

Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

#### [WL.K12.NH.6.3 :](#)

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.)

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

#### [WL.K12.NH.6.4 :](#)

Identify cultural artifacts, symbols, and images of the target culture(s).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

### [WL.K12.NH.7 Connections](#)

#### [WL.K12.NH.7.1 :](#)

Use vocabulary acquired in the target language to access new knowledge from other disciplines.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

#### [WL.K12.NH.7.2 :](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

### [WL.K12.NH.8 Comparisons](#)

#### [WL.K12.NH.8.1 :](#)

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.

	Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>
<a href="#">WL.K12.NH.8.2 :</a>	Compare basic sound patterns and grammatical structures between the target language and own language. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>
<a href="#">WL.K12.NH.8.3 :</a>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.) Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>

### [WL.K12.NH.9 Communities](#)

<a href="#">WL.K12.NH.9.1 :</a>	Use key target language vocabulary to communicate with others within and beyond the school setting. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Communities</a>
<a href="#">WL.K12.NH.9.2 :</a>	Use communication tools to establish a connection with a peer from a country where the target language is spoken. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Communities</a>

### [WL.K12.NM.1 Interpretive Listening](#)

<a href="#">WL.K12.NM.1.1 :</a>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>
<a href="#">WL.K12.NM.1.2 :</a>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>
<a href="#">WL.K12.NM.1.3 :</a>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>
<a href="#">WL.K12.NM.1.4 :</a>	Demonstrate understanding of simple information supported by visuals through a variety of media.

	Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>
<a href="#">WL.K12.NM.1.5</a> :	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>
<a href="#">WL.K12.NM.1.6</a> :	Follow short, simple directions. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>

### [WL.K12.NM.2 Interpretative Reading](#)

<a href="#">WL.K12.NM.2.1</a> :	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>
<a href="#">WL.K12.NM.2.2</a> :	Demonstrate understanding of short, simple literary stories. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>
<a href="#">WL.K12.NM.2.3</a> :	Demonstrate understanding of simple written announcements with prompting and support. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>
<a href="#">WL.K12.NM.2.4</a> :	Recognize words and phrases when used in context on familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>

### [WL.K12.NM.3 Interpersonal Communication](#)

<a href="#">WL.K12.NM.3.1</a> :	Introduce self and others using basic, culturally-appropriate greetings. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.NM.3.2</a> :	Participate in basic conversations using words, phrases, and memorized expressions. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.NM.3.3</a> :	Ask simple questions and provide simple responses related to personal preferences. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10

	Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.NM.3.4</a> :	Exchange essential information about self, family, and familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.NM.3.5</a> :	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.NM.3.6</a> :	Use appropriate gestures, body language, and intonation to clarify a message. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.NM.3.7</a> :	Understand and respond appropriately to simple directions. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<a href="#">WL.K12.NM.3.8</a> :	Differentiate among oral statements, questions, and exclamations in order to determine meaning. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>

#### [WL.K12.NM.4 Presentational Speaking](#)

<a href="#">WL.K12.NM.4.1</a> :	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.NM.4.2</a> :	Present personal information about self and others. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.NM.4.3</a> :	Express likes and dislikes. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.NM.4.4</a> :	Provide an account of daily activities. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.NM.4.5</a> :	Role-play skits, songs, or poetry in the target language that deal with familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>

**WL.K12.NM.4.6 :**

Present simple information about a familiar topic using visuals.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

**WL.K12.NM.5 Presentational Writing**

**WL.K12.NM.5.1 :**

Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.NM.5.2 :**

Fill out a simple form with basic information.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.NM.5.3 :**

Write simple sentences about self and/or others.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.NM.5.4 :**

Write simple sentences that help in day-to-day life communication.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.NM.5.5 :**

Write about previously acquired knowledge and experiences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.NM.5.6 :**

Pre-write by drawing pictures to support ideas related to a task.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.NM.5.7 :**

Draw pictures in sequence to demonstrate a story plot.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.NM.6 Culture**

**WL.K12.NM.6.1 :**

Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.NM.6.2 :**

Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10



	Belongs to: <a href="#">Culture</a>
<a href="#">WL.K12.NM.6.3</a> :	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Culture</a>
<a href="#">WL.K12.NM.6.4</a> :	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys). Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Culture</a>

### [WL.K12.NM.7 Connections](#)

<a href="#">WL.K12.NM.7.1</a> :	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections</a>
<a href="#">WL.K12.NM.7.2</a> :	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections</a>

### [WL.K12.NM.8 Comparisons](#)

<a href="#">WL.K12.NM.8.1</a> :	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>
<a href="#">WL.K12.NM.8.2</a> :	Recognize true and false cognates in the target language and compare them to own language. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>
<a href="#">WL.K12.NM.8.3</a> :	Identify celebrations typical of the target culture and one's own. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>

### [WL.K12.NM.9 Communities](#)

<a href="#">WL.K12.NM.9.1</a> :	Use key words and phrases in the target language to participate in different activities in the school and community settings. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10
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	Belongs to: <a href="#">Communities</a>
<a href="#">WL.K12.NM.9.2</a> :	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Communities</a>



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

Direct link to this

page: <http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4134.aspx>

## BASIC INFORMATION

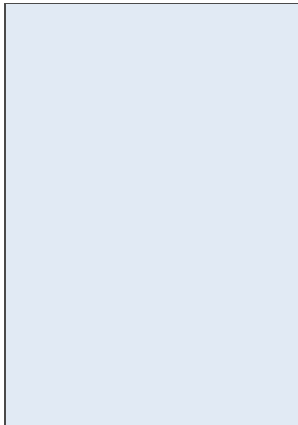
<b>Course Title:</b>	Haitian Creole for Haitian Creole Speakers 4 Honors - Advanced Low - Advanced Mid
<b>Course Number:</b>	0700330
<b>Course Abbreviated Title:</b>	HAITIAN CREOLE 4
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">Haitian Creole</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>General Notes:</b>	<b>Major Concepts/Content:</b> The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Haitian Creole grammar skills acquired in Haitian Creole for Haitian Creole Speakers 3. Students are exposed to a variety of Haitian Creole literary genres, authors, and technical styles from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Haitian Creole and gain a better understanding of the nature of their own language as

	<p>well as other languages to be acquired.</p> <p>The course content will continue reflecting the cultural values of Haitian Creole language and societies.</p>
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**STANDARDS (69)**

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

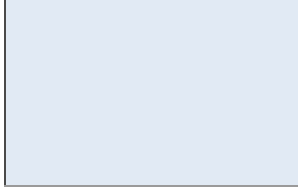
<p><b><u><a href="#">LACC.1112.RH.1 Key Ideas and Details</a></u></b></p>	
<p><b><u>LACC.1112.RH.1.2 :</u></b></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Key Ideas and Details</a></p>
<p><b><u><a href="#">LACC.1112.SL.1 Comprehension and Collaboration</a></u></b></p>	
<p><b><u>LACC.1112.SL.1.1 :</u></b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and</li> </ol>



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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
 Belongs to: [Comprehension and Collaboration](#)

**LACC.1112.SL.1.3 :**

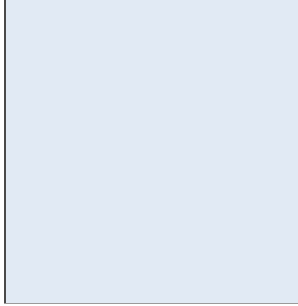


Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
 Belongs to: [Comprehension and Collaboration](#)

**LACC.1112.SL.2 Presentation of Knowledge and Ideas**

**LACC.1112.SL.2.4 :**

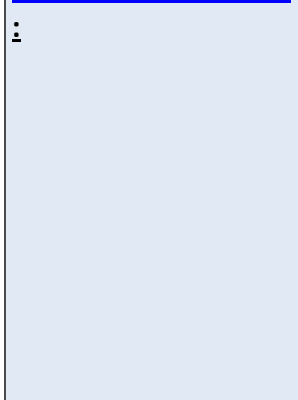


Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
 Belongs to: [Presentation of Knowledge and Ideas](#)

**LACC.1112.WHST.1 Text Types and Purposes**

**LACC.1112.WHST.1.1**



Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form

that anticipates the audience's knowledge level, concerns, values, and possible biases.

- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Text Types and Purposes](#)

**LACC.1112.WHST.1.2**

:

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

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided

	<p>(e.g., articulating implications or the significance of the topic).</p> <p>Cognitive Complexity: Level 4: Extended Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Text Types and Purposes</a></p>
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**WL.K12.AM.3 Interpersonal Communication**

<b><u>WL.K12.AM.3.6 :</u></b>	<p>Use a variety of idiomatic and culturally authentic expressions appropriately.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a></p>
<b><u>WL.K12.AM.3.7 :</u></b>	<p>Exchange general information on a variety of topics outside fields of interest.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a></p>
<b><u>WL.K12.AM.3.1 :</u></b>	<p>Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a></p>
<b><u>WL.K12.AM.3.2 :</u></b>	<p>Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a></p>
<b><u>WL.K12.AM.3.3 :</u></b>	<p>Elaborate on and justify personal preferences, needs, and feelings.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a></p>
<b><u>WL.K12.AM.3.4 :</u></b>	<p>Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a></p>
<b><u>WL.K12.AM.3.5 :</u></b>	<p>Exchange and develop information about personal and academic tasks.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a></p>
<b><u>WL.K12.AM.3.8 :</u></b>	<p>Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.</p>

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Interpersonal Communication](#)

### [WL.K12.AL.1 Interpretive Listening](#)

#### [WL.K12.AL.1.4 :](#)

Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

#### [WL.K12.AL.1.5 :](#)

Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

#### [WL.K12.AL.1.6 :](#)

Follow technical instructions for familiar products and services.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

### [WL.K12.AL.2 Interpretive Reading](#)

#### [WL.K12.AL.2.3 :](#)

Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

#### [WL.K12.AL.2.4 :](#)

Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

### [WL.K12.AL.3 Interpersonal Communication](#)

#### [WL.K12.AL.3.5 :](#)

Maintain a conversation even when unpredictable situations arise in a familiar context.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

#### [WL.K12.AL.3.6 :](#)

Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

#### [WL.K12.AL.3.7 :](#)

Incorporate formal and informal language and the appropriate



	<p>register in a conversation.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<b><u>WL.K12.AL.3.8 :</u></b>	<p>Collaborate to develop and propose solutions to problems.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>

**WL.K12.AL.4 Presentational Speaking**

<b><u>WL.K12.AL.4.4 :</u></b>	<p>Communicate ideas on a variety of topics with accuracy, clarity, and precision.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<b><u>WL.K12.AL.4.5 :</u></b>	<p>Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<b><u>WL.K12.AL.4.6 :</u></b>	<p>Provide information on academic and job related topics with clarity and detail.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>

**WL.K12.AL.5 Presentational Writing**

<b><u>WL.K12.AL.5.5 :</u></b>	<p>Write using different time frames and appropriate mood.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<b><u>WL.K12.AL.5.6 :</u></b>	<p>Write using style, language, and tone appropriate to the audience and purpose of the presentation.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<b><u>WL.K12.AL.5.7 :</u></b>	<p>Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>

**WL.K12.AL.6 Culture**

<b><u>WL.K12.AL.6.3 :</u></b>	<p>Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).</p>
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	Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Culture</a>
<a href="#">WL.K12.AL.6.4 :</a>	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Culture</a>

**[WL.K12.AL.7 Connections](#)**

<a href="#">WL.K12.AL.7.2 :</a>	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections</a>
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**[WL.K12.AL.8 Comparisons](#)**

<a href="#">WL.K12.AL.8.2 :</a>	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>
<a href="#">WL.K12.AL.8.3 :</a>	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student’s own. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>

**[WL.K12.AL.9 Communities](#)**

<a href="#">WL.K12.AL.9.2 :</a>	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Communities</a>
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**[WL.K12.AM.1 Interpretive Listening](#)**

<a href="#">WL.K12.AM.1.1 :</a>	Demonstrate understanding of factual information about common everyday or job-related topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>
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<a href="#"><u>WL.K12.AM.1.2 :</u></a>	Demonstrate understanding of presentations where different accents and lexical variations are used. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>
<a href="#"><u>WL.K12.AM.1.3 :</u></a>	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>
<a href="#"><u>WL.K12.AM.1.4 :</u></a>	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>
<a href="#"><u>WL.K12.AM.1.5 :</u></a>	Demonstrate understanding of different points of view in a discussion. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>
<a href="#"><u>WL.K12.AM.1.6 :</u></a>	Follow complex technical instructions and specifications in real life settings. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>

### [WL.K12.AM.2 Interpretative Reading](#)

<a href="#"><u>WL.K12.AM.2.1 :</u></a>	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretative Reading</u></a>
<a href="#"><u>WL.K12.AM.2.2 :</u></a>	Demonstrate understanding of different points of view presented through a variety of literary works. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretative Reading</u></a>
<a href="#"><u>WL.K12.AM.2.3 :</u></a>	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretative Reading</u></a>
<a href="#"><u>WL.K12.AM.2.4 :</u></a>	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretative Reading</u></a>

### WL.K12.AM.4 Presentational Speaking

<u>WL.K12.AM.4.1 :</u>	Deliver an articulated presentation on personal, academic, or professional topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<u>WL.K12.AM.4.2 :</u>	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<u>WL.K12.AM.4.3 :</u>	Narrate, with ease and detail, events of current, public, or personal interest. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<u>WL.K12.AM.4.4 :</u>	Prepare and deliver presentations based on inquiry or research. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<u>WL.K12.AM.4.5 :</u>	Narrate a story and describe reactions with clarity and detail. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<u>WL.K12.AM.4.6 :</u>	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>

### WL.K12.AM.5 Presentational Writing

<u>WL.K12.AM.5.1 :</u>	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<u>WL.K12.AM.5.2 :</u>	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<u>WL.K12.AM.5.3 :</u>	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>

**WL.K12.AM.5.4 :**

Incorporate, with accuracy, idioms and culturally authentic expressions in writing.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.AM.5.5 :**

Write with clarity following consistent control of time frames and mood.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.AM.5.6 :**

Produce a persuasive essay and sustain and justify opinions and arguments in writing.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.AM.5.7 :**

Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.AM.6 Culture**

**WL.K12.AM.6.1 :**

Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.AM.6.2 :**

Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.AM.6.3 :**

Evaluate the effects of the target culture's contributions on other societies.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.AM.6.4 :**

Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.AM.7 Connections**

**WL.K12.AM.7.1 :**

Analyze, reinforce, and further knowledge of other disciplines through the target language.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

**WL.K12.AM.7.2 :**

Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

**WL.K12.AM.8 Comparisons**

**WL.K12.AM.8.1 :**

Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Comparisons](#)

**WL.K12.AM.8.2 :**

Analyze the sound symbol association between the target language and own.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Comparisons](#)

**WL.K12.AM.8.3 :**

Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Comparisons](#)

**WL.K12.AM.9 Communities**

**WL.K12.AM.9.1 :**

Use knowledge acquired in the target language to access information on careers and employment opportunities.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Communities](#)

**WL.K12.AM.9.2 :**

Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Communities](#)



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

Direct link to this

page: <http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4127.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Haitian Creole for Haitian Creole Speakers 3 Honors - Intermediate High - Advanced Low
<b>Course Number:</b>	0700320
<b>Course Abbreviated Title:</b>	HAITIAN CREOLE 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">Haitian Creole</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>General Notes:</b>	<b>Major Concepts/Content:</b> The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Haitian Creole grammar skills acquired in Haitian Creole for Haitian Creole Speakers 2. Students are exposed to a variety of Haitian Creole literary genres and authors from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Haitian Creole and gain a better understanding of the nature of their own language as well as

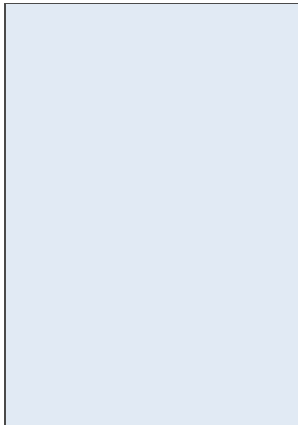


	<p>other languages to be acquired.</p> <p>The course content will continue reflecting the cultural values of Haitian Creole language and societies.</p>
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## STANDARDS (69)

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

<p><b><u><a href="#">LACC.1112.RH.1 Key Ideas and Details</a></u></b></p>	
<p><b><u>LACC.1112.RH.1.2 :</u></b></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Key Ideas and Details</a></p>
<p><b><u><a href="#">LACC.1112.SL.1 Comprehension and Collaboration</a></u></b></p>	
<p><b><u>LACC.1112.SL.1.1 :</u></b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and</li> </ol>

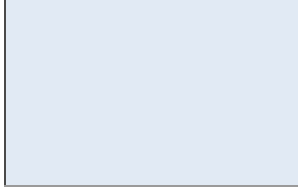


- promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

**LACC.1112.SL.1.3 :**



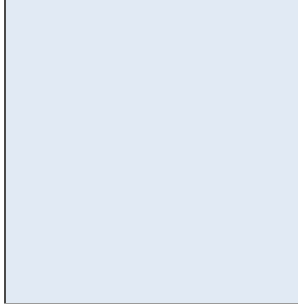
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

**LACC.1112.SL.2 Presentation of Knowledge and Ideas**

**LACC.1112.SL.2.4 :**



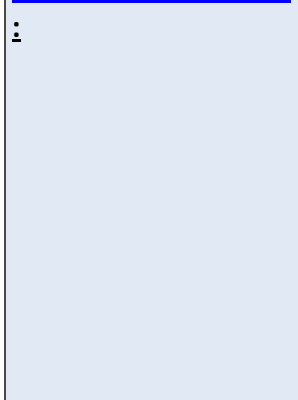
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

**LACC.1112.WHST.1 Text Types and Purposes**

**LACC.1112.WHST.1.1**



Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form

that anticipates the audience's knowledge level, concerns, values, and possible biases.

- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Text Types and Purposes](#)

**LACC.1112.WHST.1.2**

:

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

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided



(e.g., articulating implications or the significance of the topic).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Text Types and Purposes](#)

**WL.K12.AL.6 Culture**

**WL.K12.AL.6.1 :**

Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.AL.6.2 :**

Explain why the target language has value in culture and in a global society.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.AL.1 Interpretive Listening**

**WL.K12.AL.1.1 :**

Demonstrate understanding of extended speech on familiar and unfamiliar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.AL.1.2 :**

Follow presentations on familiar and unfamiliar topics in different situations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.AL.1.3 :**

Demonstrate understanding of factual information about everyday life, study, or work- related topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.AL.2 Interpretative Reading**

**WL.K12.AL.2.1 :**

Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

**WL.K12.AL.2.2 :**

Make inferences and predictions from a written source.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Interpretative Reading](#)

### [WL.K12.AL.3 Interpersonal Communication](#)

#### [WL.K12.AL.3.1 :](#)

Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Interpersonal Communication](#)

#### [WL.K12.AL.3.2 :](#)

Express and connect ideas when engaged in a lengthy conversation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Interpersonal Communication](#)

#### [WL.K12.AL.3.3 :](#)

Justify personal preferences, needs and feelings in order to persuade others.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Interpersonal Communication](#)

#### [WL.K12.AL.3.4 :](#)

Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Interpersonal Communication](#)

### [WL.K12.AL.4 Presentational Speaking](#)

#### [WL.K12.AL.4.1 :](#)

Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Presentational Speaking](#)

#### [WL.K12.AL.4.2 :](#)

Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Presentational Speaking](#)

#### [WL.K12.AL.4.3 :](#)

Speak using different time frames and appropriate mood with good control.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Presentational Speaking](#)

### [WL.K12.AL.5 Presentational Writing](#)

#### [WL.K12.AL.5.1 :](#)

Express, in writing, ideas on a variety of topics presented in clear, organized texts.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.AL.5.2 :</a>	Write work-related documents (fill out an application, prepare a resume, write a business letter). Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.AL.5.3 :</a>	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.AL.5.4 :</a>	Use idioms and idiomatic expressions in writing. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<b><a href="#">WL.K12.AL.7 Connections</a></b>	
<a href="#">WL.K12.AL.7.1 :</a>	Apply knowledge gained in the target language to make connections to other content areas. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections</a>
<b><a href="#">WL.K12.AL.8 Comparisons</a></b>	
<a href="#">WL.K12.AL.8.1 :</a>	Apply new structural patterns acquired in the target language. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>
<b><a href="#">WL.K12.AL.9 Communities</a></b>	
<a href="#">WL.K12.AL.9.1 :</a>	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Communities</a>
<b><a href="#">WL.K12.IH.1 Interpretive Listening</a></b>	
<a href="#">WL.K12.IH.1.1 :</a>	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>

<a href="#"><u>WL.K12.IH.1.2 :</u></a>	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>
<a href="#"><u>WL.K12.IH.1.3 :</u></a>	Follow informal presentations on a variety of topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>
<a href="#"><u>WL.K12.IH.1.4 :</u></a>	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>
<a href="#"><u>WL.K12.IH.1.5 :</u></a>	Identify the main idea and supporting details from discussions and interviews on familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>
<a href="#"><u>WL.K12.IH.1.6 :</u></a>	Demonstrate understanding of complex directions and instructions in unfamiliar settings. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretive Listening</u></a>

### [WL.K12.IH.2 Interpretative Reading](#)

<a href="#"><u>WL.K12.IH.2.1 :</u></a>	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretative Reading</u></a>
<a href="#"><u>WL.K12.IH.2.2 :</u></a>	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretative Reading</u></a>
<a href="#"><u>WL.K12.IH.2.3 :</u></a>	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpretative Reading</u></a>
<a href="#"><u>WL.K12.IH.2.4 :</u></a>	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

### **WL.K12.IH.3 Interpersonal Communication**

#### **WL.K12.IH.3.1 :**

State and support different points of views and take an active part in discussions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

#### **WL.K12.IH.3.2 :**

Sustain a conversation in uncomplicated situations on a variety of topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

#### **WL.K12.IH.3.3 :**

Express degrees of emotion and respond appropriately to the feelings and emotions of others.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

#### **WL.K12.IH.3.4 :**

Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

#### **WL.K12.IH.3.5 :**

Initiate, maintain, and end a conversation on a variety of familiar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

#### **WL.K12.IH.3.6 :**

Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

#### **WL.K12.IH.3.7 :**

Ask for, follow, and give directions in complex situations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

#### **WL.K12.IH.3.8 :**

Describe and elaborate on a personal situation or problem using details.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

### **WL.K12.IH.4 Presentational Speaking**

#### **WL.K12.IH.4.1 :**

Present information on familiar topics with clarity and detail using multimedia resources.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10



	Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IH.4.2 :</a>	Present viewpoints on an issue and support opinions with clarity and detail. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IH.4.3 :</a>	Describe personal experiences and interests with clarity and detail. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IH.4.4 :</a>	Produce reports and multimedia compositions in order to present a group project. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IH.4.5 :</a>	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IH.4.6 :</a>	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>

### [WL.K12.IH.5 Presentational Writing](#)

<a href="#">WL.K12.IH.5.1 :</a>	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.IH.5.2 :</a>	Describe, in writing, personal experiences and interests with clarity and detail. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.IH.5.3 :</a>	Present, in writing, viewpoints on an issue and support opinion with clarity and detail. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.IH.5.4 :</a>	Provide clear and detailed information in writing on academic and work topics with clarity and detail. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>

**WL.K12.IH.5.5 :**

Describe, in writing, events in chronological order.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Presentational Writing](#)

**WL.K12.IH.5.6 :**

Write about a story and describe reactions with clarity and detail.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Presentational Writing](#)

**WL.K12.IH.5.7 :**

Write a short essay or biography using descriptive details and a variety of sentence structure.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Presentational Writing](#)

### **WL.K12.IH.6 Culture**

**WL.K12.IH.6.1 :**

Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Culture](#)

**WL.K12.IH.6.2 :**

Apply language and behaviors that are appropriate to the target culture in an authentic situation.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Culture](#)

**WL.K12.IH.6.3 :**

Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Culture](#)

**WL.K12.IH.6.4 :**

Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Culture](#)

### **WL.K12.IH.7 Connections**

**WL.K12.IH.7.1 :**

Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Connections](#)

**WL.K12.IH.7.2 :**

Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.

	Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections</a>
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**WL.K12.IH.8 Comparisons**

<b><u>WL.K12.IH.8.1 :</u></b>	Compare similarities and differences between the target language and own language. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>
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<b><u>WL.K12.IH.8.2 :</u></b>	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>
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<b><u>WL.K12.IH.8.3 :</u></b>	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Comparisons</a>
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**WL.K12.IH.9 Communities**

<b><u>WL.K12.IH.9.1 :</u></b>	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Communities</a>
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<b><u>WL.K12.IH.9.2 :</u></b>	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue). Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Communities</a>
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# Course: Haitian Creole for Haitian Creole Speakers 1 – Novice Low – Novice High-0700300

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4110.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Haitian Creole for Haitian Creole Speakers 1 – Novice Low – Novice High
<b>Course Number:</b>	0700300
<b>Course Abbreviated Title:</b>	HAITIAN CREOLE 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">Haitian Creole</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Major Concepts/Content:</b></p> <p>The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Haitian Creole grammar. Language Arts Standards are also included in this course to enable students to become literate in the Haitian Creole language and gain a better understanding of the nature of their own language as well as other languages to be acquired.</p> <p>The course content will reflect the cultural values of Haitian Creole language and societies.</p>

## STANDARDS (90)

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

### [LACC.910.RH.1 Key Ideas and Details](#)

#### [LACC.910.RH.1.2 :](#)

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

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

### [LACC.910.SL.1 Comprehension and Collaboration](#)

#### [LACC.910.SL.1.1 :](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and

understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

**LACC.910.SL.1.3 :**

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

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

**LACC.910.SL.2.4 :**

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

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

**LACC.910.WHST.1.1 :**

Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the

discipline in which they are writing.

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

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Text Types and Purposes](#)

**LACC.910.WHST.1.2 :**

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

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Text Types and Purposes](#)

**WL.K12.NH.3 Interpersonal Communication**



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

Direct link to this

page: <http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4119.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Haitian Creole for Haitian Creole Speakers 2 – Intermediate Low - Intermediate Mid
<b>Course Number:</b>	0700310
<b>Course Abbreviated Title:</b>	HAITIAN CREOLE 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">World Languages</a> <b>SubSubject:</b> <a href="#">Haitian Creole</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Major Concepts/Content:</b></p> <p>The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Haitian Creole grammar skills acquired in Haitian Creole for Haitian Creole Speakers 1. Students are exposed to a variety of Haitian Creole literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Haitian Creole and gain a better understanding of the nature of their own language as well as other languages to be acquired.</p> <p>The course content will continue reflecting the cultural values of</p>

Haitian Creole language and societies.

## STANDARDS (90)

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

### LACC.910.RH.1 Key Ideas and Details

#### LACC.910.RH.1.2 :

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

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

### LACC.910.SL.1 Comprehension and Collaboration

#### LACC.910.SL.1.1 :

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize

points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

**LACC.910.SL.1.3 :**

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

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

**LACC.910.SL.2.4 :**

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

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

**LACC.910.WHST.1.1 :**

Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Text Types and Purposes](#)

**LACC.910.WHST.1.2 :**

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

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Text Types and Purposes](#)

### [WL.K12.II.3 Interpersonal Communication](#)

<u><a href="#">WL.K12.II.3.6 :</a></u>	Recount and restate information received in a conversation in order to clarify meaning. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<u><a href="#">WL.K12.II.3.7 :</a></u>	Exchange general information about a few topics outside personal and academic fields of interest. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<u><a href="#">WL.K12.II.3.8 :</a></u>	Initiate, engage, and exchange basic information to solve a problem. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<u><a href="#">WL.K12.II.3.1 :</a></u>	Initiate and engage in a conversation on familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<u><a href="#">WL.K12.II.3.2 :</a></u>	Interact with others in everyday situations. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<u><a href="#">WL.K12.II.3.3 :</a></u>	Express and react to feelings and emotions in real life situations. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<u><a href="#">WL.K12.II.3.4 :</a></u>	Exchange information about familiar academic and social topics including participation in an interview. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>
<u><a href="#">WL.K12.II.3.5 :</a></u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpersonal Communication</a>

### [WL.K12.II.1 Interpretive Listening](#)

<u><a href="#">WL.K12.II.1.1 :</a></u>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretive Listening</a>
<u><a href="#">WL.K12.II.1.2 :</a></u>	Demonstrate understanding of the main idea and essential details

	<p>of short conversations and oral presentations.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.IL.1.3 :</a>	<p>Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.IL.1.4 :</a>	<p>Identify key points and essential details on familiar topics presented through a variety of media.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.IL.1.5 :</a>	<p>Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.IL.1.6 :</a>	<p>Demonstrate understanding of multiple-step directions and instructions in familiar settings.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretive Listening</a></p>

**[WL.K12.IL.2 Interpretative Reading](#)**

<a href="#">WL.K12.IL.2.1 :</a>	<p>Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretative Reading</a></p>
<a href="#">WL.K12.IL.2.2 :</a>	<p>Interpret written literary text in which the writer tells or asks about familiar topics.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretative Reading</a></p>
<a href="#">WL.K12.IL.2.3 :</a>	<p>Determine the meaning of a message and identify the author’s purpose through authentic written texts such as advertisements and public announcements.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretative Reading</a></p>
<a href="#">WL.K12.IL.2.4 :</a>	<p>Demonstrate understanding of vocabulary used in context when following written directions.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretative Reading</a></p>

**[WL.K12.IL.4 Presentational Speaking](#)**

<a href="#"><u>WL.K12.IL.4.1 :</u></a>	<p>Present information on familiar topics using a series of sentences with sufficient details.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#"><u>WL.K12.IL.4.2 :</u></a>	<p>Describe people, objects, and situations using a series of sequenced sentences.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#"><u>WL.K12.IL.4.3 :</u></a>	<p>Express needs, wants, and plans using a series of sentences that include essential details.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#"><u>WL.K12.IL.4.4 :</u></a>	<p>Provide a logical sequence of instructions on how to make something or complete a task.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#"><u>WL.K12.IL.4.5 :</u></a>	<p>Present a short skit or play using well-structured sentences.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#"><u>WL.K12.IL.4.6 :</u></a>	<p>Describe events in chronological order using connected sentences with relevant details.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>

### [WL.K12.IL.5 Presentational Writing](#)

<a href="#"><u>WL.K12.IL.5.1 :</u></a>	<p>Write on familiar topics and experiences using main ideas and supporting details.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#"><u>WL.K12.IL.5.2 :</u></a>	<p>Describe a familiar event or situation using a variety of sentences and with supporting details</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#"><u>WL.K12.IL.5.3 :</u></a>	<p>Express and support opinions on familiar topics using a series of sentences.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>
<a href="#"><u>WL.K12.IL.5.4 :</u></a>	<p>Compare and contrast information, concepts, and ideas.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Writing</a></p>

**WL.K12.IL.5.5 :**

Develop questions to obtain and clarify information.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.IL.5.6 :**

Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.IL.5.7 :**

Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.IL.6 Culture**

**WL.K12.IL.6.1 :**

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.IL.6.2 :**

Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.IL.6.3 :**

Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.IL.6.4 :**

Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.IL.7 Connections**

**WL.K12.IL.7.1 :**

Access information in the target language to reinforce previously acquired content area knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

**WL.K12.IL.7.2 :**

Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target



	<p>language and culture to obtain new knowledge in the content areas.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections</a></p>
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**WL.K12.IL.8 Comparisons**

<b><u>WL.K12.IL.8.1 :</u></b>	<p>Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Comparisons</a></p>
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<b><u>WL.K12.IL.8.2 :</u></b>	<p>Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Comparisons</a></p>
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<b><u>WL.K12.IL.8.3 :</u></b>	<p>Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Comparisons</a></p>
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**WL.K12.IL.9 Communities**

<b><u>WL.K12.IL.9.1 :</u></b>	<p>Use the target language to participate in different activities for personal enjoyment and enrichment.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Communities</a></p>
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<b><u>WL.K12.IL.9.2 :</u></b>	<p>Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Communities</a></p>
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**WL.K12.IM.1 Interpretive Listening**

<b><u>WL.K12.IM.1.1 :</u></b>	<p>Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretive Listening</a></p>
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<b><u>WI K12 IM 1 2 :</u></b>	<p>Demonstrate understanding of the main idea and supporting</p>
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	<p>details of presentations on familiar topics.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.IM.1.3 :</a>	<p>Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.IM.1.4 :</a>	<p>Identify essential information and supporting details on familiar topics presented through a variety of media.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.IM.1.5 :</a>	<p>Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.IM.1.6 :</a>	<p>Demonstrate understanding of complex directions and instructions in familiar settings.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretive Listening</a></p>
<b><a href="#">WL.K12.IM.2 Interpretative Reading</a></b>	
<a href="#">WL.K12.IM.2.1 :</a>	<p>Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretative Reading</a></p>
<a href="#">WL.K12.IM.2.2 :</a>	<p>Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretative Reading</a></p>
<a href="#">WL.K12.IM.2.3 :</a>	<p>Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretative Reading</a></p>
<a href="#">WL.K12.IM.2.4 :</a>	<p>Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Interpretative Reading</a></p>

### WL.K12.IM.3 Interpersonal Communication

<a href="#"><u>WL.K12.IM.3.1</u></a> :	Express views and effectively engage in conversations on a variety of familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IM.3.2</u></a> :	Ask and answer questions on familiar topics to clarify information and sustain a conversation. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IM.3.3</u></a> :	Express personal views and opinions on a variety of topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IM.3.4</u></a> :	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led). Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IM.3.5</u></a> :	Initiate and maintain a conversation on a variety of familiar topics. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IM.3.6</u></a> :	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IM.3.7</u></a> :	Follow grammatical rules for self-correction when speaking. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.IM.3.8</u></a> :	Describe a problem or situation with details and state an opinion. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>

### WL.K12.IM.4 Presentational Speaking

<a href="#"><u>WL.K12.IM.4.1</u></a> :	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>
<a href="#"><u>WL.K12.IM.4.2</u></a> :	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10

	Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IM.4.3 :</a>	Retell a story or recount an experience with appropriate facts and relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IM.4.4 :</a>	Provide supporting evidence using logically connected sentences that include relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IM.4.5 :</a>	Retell or summarize a storyline using logically connected sentences with relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.IM.4.6 :</a>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>

#### [WL.K12.IM.5 Presentational Writing](#)

<a href="#">WL.K12.IM.5.1 :</a>	Write narratives on familiar topics using logically connected sentences with supporting details. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.IM.5.2 :</a>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.IM.5.3 :</a>	State an opinion and provide supporting evidence using connected sentences. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.IM.5.4 :</a>	Conduct research and write a report on a variety of topics using connected detailed paragraphs. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.IM.5.5 :</a>	Draft, edit, and summarize information, concepts, and ideas. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>

**WL.K12.IM.5.6 :**

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.IM.5.7 :**

Write a narrative based on experiences that use descriptive language and details.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.IM.6 Culture**

**WL.K12.IM.6.1 :**

Distinguish patterns of behavior and social interaction in various settings in the target culture(s).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.IM.6.2 :**

Use practices and characteristics of the target cultures for daily activities among peers and adults.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.IM.6.3 :**

Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.IM.6.4 :**

Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.IM.7 Connections**

**WL.K12.IM.7.1 :**

Use expanded vocabulary and structures in the target language to increase content area knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

**WL.K12.IM.7.2 :**

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

### [WL.K12.IM.8 Comparisons](#)

#### [WL.K12.IM.8.1 :](#)

Compare language structures and skills that transfer from one language to another.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Comparisons](#)

#### [WL.K12.IM.8.2 :](#)

Compare and contrast structural patterns in the target language and own.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Comparisons](#)

#### [WL.K12.IM.8.3 :](#)

Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Comparisons](#)

### [WL.K12.IM.9 Communities](#)

#### [WL.K12.IM.9.1 :](#)

Use expanded vocabulary and structures in the target language to access different media and community resources.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Communities](#)

#### [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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Communities](#)





<a href="#"><u>WL.K12.NH.3.8 :</u></a>	Describe a problem or a situation with sufficient details in order to be understood. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.NH.3.1 :</u></a>	Engage in short social interactions using phrases and simple sentences. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.NH.3.2 :</u></a>	Exchange information about familiar tasks, topics and activities, including personal information. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.NH.3.3 :</u></a>	Exchange information using simple language about personal preferences, needs, and feelings. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.NH.3.4 :</u></a>	Ask and answer a variety of questions about personal information. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.NH.3.5 :</u></a>	Exchange information about meeting someone including where to go, how to get there, and what to do and why. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.NH.3.6 :</u></a>	Use basic language skills supported by body language and gestures to express agreement and disagreement. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>
<a href="#"><u>WL.K12.NH.3.7 :</u></a>	Ask for and give simple directions to go somewhere or to complete a task. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Interpersonal Communication</u></a>

#### [WL.K12.NH.4 Presentational Speaking](#)

<a href="#"><u>WL.K12.NH.4.1 :</u></a>	Provide basic information on familiar topics using phrases and simple sentences. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>
<a href="#"><u>WL.K12.NH.4.2 :</u></a>	Describe aspects of daily life using complete sentences. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#"><u>Presentational Speaking</u></a>



**WL.K12.NH.4.3 :**

Describe familiar experiences or events using both general and specific language.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

**WL.K12.NH.4.4 :**

Present personal information about one's self and others.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

**WL.K12.NH.4.5 :**

Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

**WL.K12.NH.4.6 :**

Use verbal and non verbal communication when making announcements or introductions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

**WL.K12.NH.1 Interpretive Listening**

**WL.K12.NH.1.1 :**

Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.NH.1.2 :**

Demonstrate understanding of short conversations in familiar contexts.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.NH.1.3 :**

Demonstrate understanding of short, simple messages and announcements on familiar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.NH.1.4 :**

Demonstrate understanding of key points on familiar topics presented through a variety of media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.NH.1.5 :**

Demonstrate understanding of simple stories or narratives.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

**WL.K12.NH.1.6 :**

Follow directions or instructions to complete a task when expressed in short conversations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

## WL.K12.NH.2 Interpretative Reading

<u>WL.K12.NH.2.1 :</u>	Determine main idea from simple texts that contain familiar vocabulary used in context. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>
<u>WL.K12.NH.2.2 :</u>	Identify the elements of story such as setting, theme and characters. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>
<u>WL.K12.NH.2.3 :</u>	Demonstrate understanding of signs and notices in public places. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>
<u>WL.K12.NH.2.4 :</u>	Identify key detailed information needed to fill out forms. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Interpretative Reading</a>

## WL.K12.NH.5 Presentational Writing

<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. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<u>WL.K12.NH.5.2 :</u>	Write simple statements to describe aspects of daily life. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<u>WL.K12.NH.5.3 :</u>	Write a description of a familiar experience or event. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<u>WL.K12.NH.5.4 :</u>	Write short personal notes using a variety of media. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<u>WL.K12.NH.5.5 :</u>	Request information in writing to obtain something needed. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<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). Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>

**WL.K12.NH.5.7 :**

Pre-write by generating ideas from multiple sources based upon teacher- directed topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

**WL.K12.NH.6 Culture**

**WL.K12.NH.6.1 :**

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.NH.6.2 :**

Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.NH.6.3 :**

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.)

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.NH.6.4 :**

Identify cultural artifacts, symbols, and images of the target culture(s).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

**WL.K12.NH.7 Connections**

**WL.K12.NH.7.1 :**

Use vocabulary acquired in the target language to access new knowledge from other disciplines.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

**WL.K12.NH.7.2 :**

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

**WL.K12.NH.8 Comparisons**

**WL.K12.NH.8.1 :**

Distinguish similarities and differences among the patterns of

	<p>behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Comparisons</a></p>
<a href="#">WL.K12.NH.8.2 :</a>	<p>Compare basic sound patterns and grammatical structures between the target language and own language.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Comparisons</a></p>
<a href="#">WL.K12.NH.8.3 :</a>	<p>Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Comparisons</a></p>

### [WL.K12.NH.9 Communities](#)

<a href="#">WL.K12.NH.9.1 :</a>	<p>Use key target language vocabulary to communicate with others within and beyond the school setting.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Communities</a></p>
<a href="#">WL.K12.NH.9.2 :</a>	<p>Use communication tools to establish a connection with a peer from a country where the target language is spoken.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Communities</a></p>

### [WL.K12.NM.1 Interpretive Listening](#)

<a href="#">WL.K12.NM.1.1 :</a>	<p>Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.NM.1.2 :</a>	<p>Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretive Listening</a></p>
<a href="#">WL.K12.NM.1.3 :</a>	<p>Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpretive Listening</a></p>

[WL.K12.NM.1.4 :](#)

Demonstrate understanding of simple information supported by visuals through a variety of media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

[WL.K12.NM.1.5 :](#)

Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

[WL.K12.NM.1.6 :](#)

Follow short, simple directions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

### [WL.K12.NM.2 Interpretative Reading](#)

[WL.K12.NM.2.1 :](#)

Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

[WL.K12.NM.2.2 :](#)

Demonstrate understanding of short, simple literary stories.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

[WL.K12.NM.2.3 :](#)

Demonstrate understanding of simple written announcements with prompting and support.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

[WL.K12.NM.2.4 :](#)

Recognize words and phrases when used in context on familiar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

### [WL.K12.NM.3 Interpersonal Communication](#)

[WL.K12.NM.3.1 :](#)

Introduce self and others using basic, culturally-appropriate greetings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

[WL.K12.NM.3.2 :](#)

Participate in basic conversations using words, phrases, and memorized expressions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

[WL.K12.NM.3.3 :](#)

Ask simple questions and provide simple responses related to

	<p>personal preferences.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.NM.3.4 :</a>	<p>Exchange essential information about self, family, and familiar topics.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.NM.3.5 :</a>	<p>Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.NM.3.6 :</a>	<p>Use appropriate gestures, body language, and intonation to clarify a message.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.NM.3.7 :</a>	<p>Understand and respond appropriately to simple directions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<a href="#">WL.K12.NM.3.8 :</a>	<p>Differentiate among oral statements, questions, and exclamations in order to determine meaning.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Interpersonal Communication</a></p>
<b><a href="#">WL.K12.NM.4 Presentational Speaking</a></b>	
<a href="#">WL.K12.NM.4.1 :</a>	<p>Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#">WL.K12.NM.4.2 :</a>	<p>Present personal information about self and others.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#">WL.K12.NM.4.3 :</a>	<p>Express likes and dislikes.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#">WL.K12.NM.4.4 :</a>	<p>Provide an account of daily activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentational Speaking</a></p>
<a href="#">WL.K12.NM.4.5 :</a>	<p>Role-play skits, songs, or poetry in the target language that deal with familiar topics.</p>

	Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>
<a href="#">WL.K12.NM.4.6 :</a>	Present simple information about a familiar topic using visuals. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Speaking</a>

### [WL.K12.NM.5 Presentational Writing](#)

<a href="#">WL.K12.NM.5.1 :</a>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.NM.5.2 :</a>	Fill out a simple form with basic information. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.NM.5.3 :</a>	Write simple sentences about self and/or others. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.NM.5.4 :</a>	Write simple sentences that help in day-to-day life communication. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.NM.5.5 :</a>	Write about previously acquired knowledge and experiences. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.NM.5.6 :</a>	Pre-write by drawing pictures to support ideas related to a task. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>
<a href="#">WL.K12.NM.5.7 :</a>	Draw pictures in sequence to demonstrate a story plot. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Presentational Writing</a>

### [WL.K12.NM.6 Culture](#)

<a href="#">WL.K12.NM.6.1 :</a>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.) Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Culture</a>
<a href="#">WL.K12.NM.6.2 :</a>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with

	<p>the target culture(s).  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Culture</a></p>
<a href="#">WL.K12.NM.6.3</a> :	<p>Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Culture</a></p>
<a href="#">WL.K12.NM.6.4</a> :	<p>Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Culture</a></p>
<b><a href="#">WL.K12.NM.7 Connections</a></b>	
<a href="#">WL.K12.NM.7.1</a> :	<p>Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Connections</a></p>
<a href="#">WL.K12.NM.7.2</a> :	<p>Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Connections</a></p>
<b><a href="#">WL.K12.NM.8 Comparisons</a></b>	
<a href="#">WL.K12.NM.8.1</a> :	<p>Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Comparisons</a></p>
<a href="#">WL.K12.NM.8.2</a> :	<p>Recognize true and false cognates in the target language and compare them to own language.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Comparisons</a></p>
<a href="#">WL.K12.NM.8.3</a> :	<p>Identify celebrations typical of the target culture and one's own.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Comparisons</a></p>
<b><a href="#">WL.K12.NM.9 Communities</a></b>	
<a href="#">WL.K12.NM.9.1</a> :	<p>Use key words and phrases in the target language to participate in</p>



	<p>different activities in the school and community settings.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Communities</a></p>
<p><a href="#">WL.K12.NM.9.2</a> :</p>	<p>Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Communities</a></p>



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	<p>Suppose that, instead, you paid the tax each year on the \$5000 at your current rate of 28% and put the remaining funds in a ROTH account paying 6% interest. How much would you then have after 40 years?</p> <p>Which appears to be the better option? What are some of the risks of deferring tax payments until retirement?</p> <p>Example: Explain the difference between an Individual Retirement Account (IRA) and a ROTH account.</p> <p>Why might somebody choose to put retirement funds in a ROTH account rather than an IRA?</p>
<p><a href="#"><u>SS.912.E.1.1:</u></a></p>	<p>Identify the factors of production and why they are necessary for the production of goods and services.</p> <p>Remarks/Examples</p> <p>Examples are land, labor, capital, entrepreneurship.</p>
<p><a href="#"><u>SS.912.E.1.10:</u></a></p>	<p>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</p>
<p><a href="#"><u>SS.912.E.1.11:</u></a></p>	<p>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</p>
<p><a href="#"><u>SS.912.E.1.12:</u></a></p>	<p>Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).</p>
<p><a href="#"><u>SS.912.E.1.13:</u></a></p>	<p>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</p>
<p><a href="#"><u>SS.912.E.1.14:</u></a></p>	<p>Compare credit, savings, and investment services available to the consumer from financial institutions.</p>
<p><a href="#"><u>SS.912.E.1.15:</u></a></p>	<p>Describe the risk and return profiles of various investment vehicles and the importance of diversification.</p> <p>Remarks/Examples</p> <p>Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</p>

<a href="#"><u>SS.912.E.1.16:</u></a>	<p>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</p> <p>Remarks/Examples</p> <p>Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel.</p> <p>Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions.</p> <p>Examples of a credit plan are interest rates, credit scores, payment plan.</p>
<a href="#"><u>SS.912.E.1.2:</u></a>	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
<a href="#"><u>SS.912.E.1.3:</u></a>	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
<a href="#"><u>SS.912.E.1.4:</u></a>	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
<a href="#"><u>SS.912.E.1.5:</u></a>	<p>Compare different forms of business organizations.</p> <p>Remarks/Examples</p> <p>Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p>
<a href="#"><u>SS.912.E.1.6:</u></a>	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
<a href="#"><u>SS.912.E.1.7:</u></a>	Graph and explain how firms determine price and output through marginal cost analysis.
<a href="#"><u>SS.912.E.1.8:</u></a>	Explain ways firms engage in price and nonprice competition.
<a href="#"><u>SS.912.E.1.9:</u></a>	<p>Describe how the earnings of workers are determined.</p> <p>Remarks/Examples</p>

	Examples are minimum wage, the market value of the product produced, workers' productivity.
<a href="#"><u>SS.912.E.2.1:</u></a>	Identify and explain broad economic goals. Remarks/Examples Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
<a href="#"><u>SS.912.E.2.10:</u></a>	Describe the organization and functions of the Federal Reserve System.
<a href="#"><u>SS.912.E.2.11:</u></a>	Assess the economic impact of negative and positive externalities on the local, state, and national environment. Remarks/Examples Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
<a href="#"><u>SS.912.E.2.12:</u></a>	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
<a href="#"><u>SS.912.E.2.2:</u></a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#"><u>SS.912.E.2.3:</u></a>	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
<a href="#"><u>SS.912.E.2.4:</u></a>	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls. Remarks/Examples Examples are shortage, surplus, other inefficiencies.
<a href="#"><u>SS.912.E.2.5:</u></a>	Analyze how capital investments may impact productivity and economic growth. Remarks/Examples Examples are factories, machinery, technology, people.

<a href="#"><u>SS.912.E.2.6:</u></a>	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. Remarks/Examples Examples are electric, water, cable, waste management.
<a href="#"><u>SS.912.E.2.7:</u></a>	Identify the impact of inflation on society.
<a href="#"><u>SS.912.E.2.8:</u></a>	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). Remarks/Examples Examples are income, sales, social security.
<a href="#"><u>SS.912.E.2.9:</u></a>	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
<a href="#"><u>SS.912.E.3.1:</u></a>	Demonstrate the impact of inflation on world economies. Remarks/Examples Examples are oil prices, 1973 oil crisis, Great Depression, World War II.
<a href="#"><u>SS.912.E.3.2:</u></a>	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
<a href="#"><u>SS.912.E.3.3:</u></a>	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones. Remarks/Examples Examples are NAFTA, CAFTA. Examples are quotas, tariffs.
<a href="#"><u>SS.912.E.3.4:</u></a>	Assess the economic impact of negative and positive externalities on the international environment. Remarks/Examples Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
<a href="#"><u>SS.912.E.3.5:</u></a>	Compare the current United States economy with other developed and developing nations. Remarks/Examples

	Examples are standard of living, exchange rates, productivity, gross domestic product.
<a href="#"><u>SS.912.E.3.6:</u></a>	Differentiate and draw conclusions about historical economic thought theorized by economists. Remarks/Examples Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.
<a href="#"><u>SS.912.G.2.2:</u></a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#"><u>SS.912.G.3.3:</u></a>	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
<a href="#"><u>SS.912.G.4.4:</u></a>	Use geographic terms and tools to analyze case studies of issues in globalization. Remarks/Examples Examples are cultural imperialism, outsourcing.

## RELATED GLOSSARY TERM DEFINITIONS (11)

<b>Attribute:</b>	A quality or characteristic, such as color, thickness, size, and shape.
<b>Compound Interest:</b>	A method of computing interest in which interest is computed from the up-to-date balance. That is, interest is earned on the interest and not just on original balance.
<b>Difference:</b>	A number that is the result of subtraction
<b>Length:</b>	A one-dimensional measure that is the measurable property of line segments.
<b>Net:</b>	A two-dimensional diagram that can be folded or made into a three-

	dimensional figure.
<b>Percent:</b>	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
<b>Point:</b>	A specific location in space that has no discernable length or width.
<b>Rate:</b>	A ratio that compares two quantities of different units.
<b>Set:</b>	A set is a finite or infinite collection of distinct objects in which order has no significance.
<b>Similarity:</b>	A term describing figures that are the same shape but are not necessarily the same size or in the same position.
<b>Table:</b>	A data display that organizes information about a topic into categories using rows and columns.



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# Course: Economics with Financial Literacy Honors- 2102345

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4451.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Economics with Financial Literacy Honors
<b>Course Number:</b>	2102345
<b>Course Abbreviated Title:</b>	ECON FIN LIT HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Economics</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>General Notes:</b>	<p><b>Economics</b> - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.</p> <p><b>Honors/Advanced</b> courses offer scaffolded learning opportunities for</p>



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

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

**Special Notes:**

**Instructional Practices**

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

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

## STANDARDS (87)

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

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

### **MACC.912.N-Q.1 Reason quantitatively and use units to solve problems**

#### **MACC.912.S-ID Interpreting Categorical and Quantitative Data**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

#### **MACC.912.S-IC Making Inferences and Justifying Conclusions**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<a href="#"><u>HE.912.C.2.4:</u></a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Remarks/Examples Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<a href="#"><u>LACC.1112.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#"><u>LACC.1112.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#"><u>LACC.1112.RH.1.3:</u></a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#"><u>LACC.1112.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a

	text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<a href="#"><u>LACC.1112.RH.2.5:</u></a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#"><u>LACC.1112.RH.2.6:</u></a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#"><u>LACC.1112.RH.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#"><u>LACC.1112.RH.3.8:</u></a>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#"><u>LACC.1112.RH.3.9:</u></a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#"><u>LACC.1112.RH.4.10:</u></a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
<a href="#"><u>LACC.1112.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize</li> </ol>

	<p>comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><a href="#"><u>LACC.1112.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><a href="#"><u>LACC.1112.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#"><u>LACC.1112.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#"><u>LACC.1112.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ol>

	<p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p><a href="#"><u>LACC.1112.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ol>
<p><a href="#"><u>LACC.1112.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#"><u>LACC.1112.WHST.2.5:</u></a></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><a href="#"><u>LACC.1112.WHST.2.6:</u></a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><a href="#"><u>LACC 1112 WHST 3.7:</u></a></p>	<p>Conduct short as well as more sustained research projects to answer</p>

	a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.1112.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>MA.912.F.1.1:</u></a>	<p>Explain the difference between simple and compound interest. Remarks/Examples</p> <p>Example: Compare the similarities and differences for calculating the final amount of money in your savings account based on simple interest or compound interest.</p>
<a href="#"><u>MA.912.F.3.10:</u></a>	<p>Calculate the effects on the monthly payment in the change of interest rate based on an adjustable rate mortgage. Remarks/Examples</p> <p>Example: You would like to borrow \$245,000 using a 30-year, 1-year ARM indexed to the 1-year Treasury security with a 2.75 percent margin and 2/6 caps (2 percent per year and 6 percent lifetime). The initial interest rate on this loan is 2.75 percent. The lender is charging you 1.50 points and \$1,200 in miscellaneous fees to close the loan.</p> <p>a) What is the initial payment on this mortgage? b) If the 1- year Treasury security is yielding 2.25 percent at the first adjustment date, what is your payment on this loan during the second year? c) Suppose that the 1-year Treasury is yielding 2.75 percent at the second adjustment date. What is the new payment on this loan during the third year?</p>

	<p>d) Assuming that you pay of the loan at the end of the third year, what yield did the lender earn on this loan?</p> <p>Now resolve all four parts of the last problem assuming that the loan has a 20 percent payment cap instead of 2/6 interest rate caps.</p> <p>a) What is the initial payment on this mortgage?</p> <p>b) If the 1- year Treasury security is yielding 2.25 percent at the first adjustment date, what is your payment on this loan during the second year?</p> <p>c) Suppose that the 1-year Treasury is yielding 2.75 percent at the second adjustment date. What is the new payment on this loan during the third year?</p> <p>d) Assuming that you pay of the loan at the end of the third year, what yield did the lender earn on this loan?</p>
<p><a href="#"><u>MA.912.F.3.11:</u></a></p>	<p>Calculate the final pay out amount for a balloon mortgage. Remarks/Examples</p> <p>Example: If you have a 5-year balloon mortgage with a 15 year amortization schedule, a rate of 6.5%, and a \$100,000 loan what would the remaining balance be after the end of the fifth year?</p>
<p><a href="#"><u>MA.912.F.3.12:</u></a></p>	<p>Compare the cost of paying a higher interest rate and lower points versus a lower interest rate and more points. Remarks/Examples</p> <p>Example: Assuming all of the following were originally 15 year mortgages, which fixed rate mortgage cost the mortgagor the least?</p> <p>a) 7.375% interest + 0 points paid off in 10 years</p> <p>b) 7.375% interest + 0 points paid off in 7 years</p> <p>c) 7 % interest + 3 points paid off in 10 years</p> <p>d) 7 % interest + 3 points paid off in 7 years</p>
<p><a href="#"><u>MA.912.F.3.13:</u></a></p>	<p>Calculate the total amount paid for the life of a loan for a house including the down payment, points, fees, and interest. Remarks/Examples</p> <p>Example: Calculate the total amount paid for a \$100,000 house</p>

# Course: Philosophy- 2105340

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4581.aspx>

## BASIC INFORMATION

Course Title:	Philosophy
Course Number:	2105340
Course Abbreviated Title:	PHILOS
Course Path:	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Philosophy and Religion</a>
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p><b>Philosophy</b> – The grade 9-12 Philosophy course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the fundamental questions pertinent to all areas of human activity and inquiries. Content should include, but is not limited to, an introduction to classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and social, political and religious philosophies.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p><b>Instructional Practices</b></p>



	<p>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:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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## STANDARDS (74)

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

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

### **Aligned Clusters:**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<b><u>HE.912.C.2.7:</u></b>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Remarks/Examples</p> <hr/> <p>Various cultures' dietary patterns, rites of passage, courtship</p>
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	practices, family roles, personal relationships, ethics, and parenting.
<a href="#"><u>LACC.910.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#"><u>LACC.910.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#"><u>LACC.910.RH.1.3:</u></a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#"><u>LACC.910.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#"><u>LACC.910.RH.2.5:</u></a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#"><u>LACC.910.RH.2.6:</u></a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#"><u>LACC.910.RH.3.7:</u></a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#"><u>LACC.910.RH.3.8:</u></a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#"><u>LACC.910.RH.3.9:</u></a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#"><u>LACC.910.RH.4.10:</u></a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#"><u>LACC.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned</p>

	<p>exchange of ideas.</p> <ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><a href="#"><u>LACC.910.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#"><u>LACC.910.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#"><u>LACC.910.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#"><u>LACC.910.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> </ul>

	<ul style="list-style-type: none"> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#"><u>LACC.910.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#"><u>LACC.910.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#"><u>LACC.910.WHST.2.5:</u></a></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

<a href="#"><u>LACC.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.910.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.1.1:</u></a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#"><u>SS.912.A.1.2:</u></a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#"><u>SS.912.A.1.3:</u></a>	Utilize timelines to identify the time sequence of historical data.
<a href="#"><u>SS.912.A.1.4:</u></a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#"><u>SS.912.A.1.5:</u></a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. Remarks/Examples
	Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bij/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bij/Library_Media/pdf/12TotalFINDS.pdf</a>

<a href="#"><u>SS.912.A.1.6:</u></a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#"><u>SS.912.A.1.7:</u></a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<a href="#"><u>SS.912.A.3.10:</u></a>	Review different economic and philosophic ideologies. Remarks/Examples Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.
<a href="#"><u>SS.912.A.7.5:</u></a>	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights. Remarks/Examples Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.2:</u></a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#"><u>SS.912.C.1.3:</u></a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#"><u>SS.912.C.1.4:</u></a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

<a href="#"><u>SS.912.C.3.1:</u></a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#"><u>SS.912.C.3.10:</u></a>	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p>Remarks/Examples</p> <p>Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
<a href="#"><u>SS.912.C.3.15:</u></a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#"><u>SS.912.G.2.1:</u></a>	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <p>Remarks/Examples</p> <p>Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>
<a href="#"><u>SS.912.G.2.2:</u></a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#"><u>SS.912.G.2.3:</u></a>	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <p>Remarks/Examples</p> <p>Examples are desertification, global warming, cataclysmic natural disasters.</p>
<a href="#"><u>SS.912.H.1.4:</u></a>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p>Remarks/Examples</p> <p>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>

<a href="#"><u>SS.912.H.2.3:</u></a>	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
<a href="#"><u>SS.912.H.3.1:</u></a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
<a href="#"><u>SS.912.H.3.2:</u></a>	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
<a href="#"><u>SS.912.W.1.1:</u></a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#"><u>SS.912.W.1.2:</u></a>	Compare time measurement systems used by different cultures. Remarks/Examples
	Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
<a href="#"><u>SS.912.W.1.3:</u></a>	Interpret and evaluate primary and secondary sources. Remarks/Examples
	Examples are artifacts, images, auditory and written sources.
<a href="#"><u>SS.912.W.1.4:</u></a>	Explain how historians use historical inquiry and other sciences to understand the past. Remarks/Examples
	Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
<a href="#"><u>SS.912.W.1.5:</u></a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#"><u>SS.912.W.1.6:</u></a>	Evaluate the role of history in shaping identity and character. Remarks/Examples
	Examples are ethnic, cultural, personal, national, religious.
<a href="#"><u>SS.912.W.2.12:</u></a>	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
<a href="#"><u>SS.912.W.2.13:</u></a>	Explain how Western civilization arose from a synthesis of classical



	Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
<a href="#"><u>SS.912.W.2.20:</u></a>	Summarize the major cultural, economic, political, and religious developments in medieval Japan. Remarks/Examples Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
<a href="#"><u>SS.912.W.2.22:</u></a>	Describe Japan's cultural and economic relationship to China and Korea.
<a href="#"><u>SS.912.W.3.1:</u></a>	Discuss significant people and beliefs associated with Islam. Remarks/Examples Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
<a href="#"><u>SS.912.W.3.2:</u></a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#"><u>SS.912.W.3.4:</u></a>	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
<a href="#"><u>SS.912.W.4.10:</u></a>	Identify the major contributions of individuals associated with the Scientific Revolution. Remarks/Examples Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.
<a href="#"><u>SS.912.W.5.2:</u></a>	Identify major causes of the Enlightenment. Remarks/Examples Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
<a href="#"><u>SS.912.W.5.3:</u></a>	Summarize the major ideas of Enlightenment philosophers.
<a href="#"><u>SS.912.W.5.4:</u></a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

<a href="#"><u>SS.912.W.5.5:</u></a>	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
<a href="#"><u>SS.912.W.6.3:</u></a>	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
<a href="#"><u>SS.912.W.6.4:</u></a>	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America. Remarks/Examples Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
<a href="#"><u>SS.912.W.8.10:</u></a>	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades. Remarks/Examples Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.
<a href="#"><u>SS.912.W.8.8:</u></a>	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies. Remarks/Examples Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.
<a href="#"><u>SS.912.W.8.9:</u></a>	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
<a href="#"><u>SS.912.W.9.1:</u></a>	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. Remarks/Examples Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.
<a href="#"><u>SS.912.W.9.7:</u></a>	Describe the impact of and global response to international terrorism.



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# Course: World Religions- 2105310

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4578.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	World Religions
<b>Course Number:</b>	2105310
<b>Course Abbreviated Title:</b>	WORLD RELIGIONS
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Philosophy and Religion</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>World Religions</b> – The grade 9-12 World Religions course consists of the following content area strands: World History, Geography and Humanities. The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism. Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical</p>

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).

**STANDARDS (69)**

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

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

**Aligned Clusters:**

**MACC.912.S-ID.1 - Summarize, represent and interpret data on a single count or measurement variable.**

**MACC.912.S-IC.2 - Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

**[HE.912.C.2.7:](#)**

Analyze how culture supports and challenges health beliefs,

	<p>practices, and behaviors.</p> <p>Remarks/Examples</p> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<a href="#"><u>LACC.910.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#"><u>LACC.910.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#"><u>LACC.910.RH.1.3:</u></a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#"><u>LACC.910.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#"><u>LACC.910.RH.2.5:</u></a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#"><u>LACC.910.RH.2.6:</u></a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#"><u>LACC.910.RH.3.7:</u></a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#"><u>LACC.910.RH.3.8:</u></a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#"><u>LACC.910.RH.3.9:</u></a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#"><u>LACC.910.RH.4.10:</u></a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#"><u>LACC.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched</p>

	<p>material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><a href="#"><u>LACC.910.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#"><u>LACC.910.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#"><u>LACC.910.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#"><u>LACC.910.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of</li> </ul>

	<p>the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p><a href="#"><u>LACC.910.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<p><a href="#"><u>LACC.910.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>



<a href="#"><u>SS.912.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place.
<a href="#"><u>LACC.910.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.910.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.G.1.1:</u></a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#"><u>SS.912.G.1.2:</u></a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#"><u>SS.912.G.1.3:</u></a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#"><u>SS.912.G.1.4:</u></a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. Remarks/Examples

	Examples are thematic, contour, and dot-density.
<a href="#"><u>SS.912.G.2.1:</u></a>	Identify the physical characteristics and the human characteristics that define and differentiate regions.  Remarks/Examples Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
<a href="#"><u>SS.912.G.2.2:</u></a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#"><u>SS.912.G.2.3:</u></a>	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. Remarks/Examples Examples are desertification, global warming, cataclysmic natural disasters.
<a href="#"><u>SS.912.G.4.2:</u></a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#"><u>SS.912.G.4.3:</u></a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#"><u>SS.912.G.4.7:</u></a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#"><u>SS.912.G.4.9:</u></a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#"><u>SS.912.H.1.3:</u></a>	Relate works in the arts to various cultures. Remarks/Examples Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
<a href="#"><u>SS.912.H.1.4:</u></a>	Explain philosophical beliefs as they relate to works in the arts. Remarks/Examples Examples are classical architecture, protest music, Native American

	dance, Japanese Noh.
<a href="#"><u>SS.912.H.3.1:</u></a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
<a href="#"><u>SS.912.H.3.2:</u></a>	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
<a href="#"><u>SS.912.W.1.1:</u></a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#"><u>SS.912.W.1.2:</u></a>	Compare time measurement systems used by different cultures. Remarks/Examples Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
<a href="#"><u>SS.912.W.1.3:</u></a>	Interpret and evaluate primary and secondary sources. Remarks/Examples Examples are artifacts, images, auditory and written sources.
<a href="#"><u>SS.912.W.1.4:</u></a>	Explain how historians use historical inquiry and other sciences to understand the past. Remarks/Examples Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
<a href="#"><u>SS.912.W.1.5:</u></a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#"><u>SS.912.W.1.6:</u></a>	Evaluate the role of history in shaping identity and character. Remarks/Examples Examples are ethnic, cultural, personal, national, religious.
<a href="#"><u>SS.912.W.2.10:</u></a>	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
<a href="#"><u>SS.912.W.2.12:</u></a>	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic

	productivity, and political power.
<a href="#"><u>SS.912.W.2.13:</u></a>	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
<a href="#"><u>SS.912.W.2.19:</u></a>	Describe the impact of Japan's physiography on its economic and political development.
<a href="#"><u>SS.912.W.2.2:</u></a>	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
<a href="#"><u>SS.912.W.2.20:</u></a>	Summarize the major cultural, economic, political, and religious developments in medieval Japan. Remarks/Examples Examples arePillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
<a href="#"><u>SS.912.W.2.22:</u></a>	Describe Japan's cultural and economic relationship to China and Korea.
<a href="#"><u>SS.912.W.2.4:</u></a>	Identify key figures associated with the Byzantine Empire. Remarks/Examples Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.
<a href="#"><u>SS.912.W.2.5:</u></a>	Explain the contributions of the Byzantine Empire. Remarks/Examples Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.
<a href="#"><u>SS.912.W.2.6:</u></a>	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
<a href="#"><u>SS.912.W.2.7:</u></a>	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.

<a href="#"><u>SS.912.W.2.8:</u></a>	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent.
<a href="#"><u>SS.912.W.3.1:</u></a>	<p>Discuss significant people and beliefs associated with Islam. Remarks/Examples</p> <hr/> <p>Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</p> <hr/>
<a href="#"><u>SS.912.W.3.2:</u></a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#"><u>SS.912.W.3.3:</u></a>	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
<a href="#"><u>SS.912.W.3.4:</u></a>	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
<a href="#"><u>SS.912.W.3.5:</u></a>	<p>Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. Remarks/Examples</p> <hr/> <p>Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.</p> <hr/>
<a href="#"><u>SS.912.W.3.6:</u></a>	<p>Describe key economic, political, and social developments in Islamic history. Remarks/Examples</p> <hr/> <p>Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.</p> <hr/>
<a href="#"><u>SS.912.W.3.7:</u></a>	<p>Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century. Remarks/Examples</p> <hr/> <p>Examples are Crusades, Reconquista.</p> <hr/>
<a href="#"><u>SS.912.W.3.8:</u></a>	<p>Identify important figures associated with the Crusades. Remarks/Examples</p> <hr/>

	<p>Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.</p>
<p><a href="#"><u>SS.912.W.8.10:</u></a></p>	<p>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades. Remarks/Examples</p> <p>Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p>
<p><a href="#"><u>SS.912.W.9.1:</u></a></p>	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. Remarks/Examples</p> <p>Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>
<p><a href="#"><u>SS.912.W.9.3:</u></a></p>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. Remarks/Examples</p> <p>Examples are prejudice, racism, stereotyping, economic competition.</p>



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# Course: Multicultural Studies- 2104600

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4542.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Multicultural Studies
<b>Course Number:</b>	2104600
<b>Course Abbreviated Title:</b>	MULTICLTRL STUDIES
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Multicultural Studies</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Multicultural Studies</b> – The grade 9-12 Multicultural Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical</p>



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).

## **STANDARDS (86)**

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

MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5.1 Use appropriate tools strategically.

MACC.K12.MP.6.1 Attend to precision.

### **Aligned Standards:**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

**[HE.912.C.2.7:](#)**

Analyze how culture supports and challenges health beliefs,

	<p>practices, and behaviors.</p> <p>Remarks/Examples</p> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<a href="#"><u>LACC.910.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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<a href="#"><u>LACC.910.RH.4.10:</u></a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#"><u>LACC.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched</p>

	<p>material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><a href="#"><u>LACC.910.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#"><u>LACC.910.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#"><u>LACC.910.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#"><u>LACC.910.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of</li> </ul>

	<p>the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#"><u>LACC.910.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#"><u>LACC.910.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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<a href="#"><u>LACC.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.910.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.1.1:</u></a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#"><u>SS.912.A.1.2:</u></a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#"><u>SS.912.A.1.3:</u></a>	Utilize timelines to identify the time sequence of historical data.
<a href="#"><u>SS.912.A.1.4:</u></a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#"><u>SS.912.A.1.5:</u></a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. Remarks/Examples

	<p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<p><b><u>SS.912.A.1.6:</u></b></p>	<p>Use case studies to explore social, political, legal, and economic relationships in history.</p>
<p><b><u>SS.912.A.1.7:</u></b></p>	<p>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</p>
<p><b><u>SS.912.A.2.4:</u></b></p>	<p>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. Remarks/Examples</p> <p>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p>
<p><b><u>SS.912.A.2.5:</u></b></p>	<p>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</p>
<p><b><u>SS.912.A.2.6:</u></b></p>	<p>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p>
<p><b><u>SS.912.A.2.7:</u></b></p>	<p>Review the Native American experience. Remarks/Examples</p> <p>Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</p>
<p><b><u>SS.912.A.3.10:</u></b></p>	<p>Review different economic and philosophic ideologies. Remarks/Examples</p> <p>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p>

<p><a href="#"><u>SS.912.A.3.11:</u></a></p>	<p>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p> <p>Remarks/Examples</p> <hr/> <p>Examples may include, but aren't limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.</p> <hr/>
<p><a href="#"><u>SS.912.A.3.12:</u></a></p>	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p>Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p> <hr/>
<p><a href="#"><u>SS.912.A.3.13:</u></a></p>	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p>Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.</p> <hr/>
<p><a href="#"><u>SS.912.A.3.5:</u></a></p>	<p>Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p>Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</p> <hr/>
<p><a href="#"><u>SS.912.A.3.6:</u></a></p>	<p>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p>

	<p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, Angel Island, push-pull factors.</p>
<a href="#"><u>SS.912.A.3.7:</u></a>	<p>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.</p>
<a href="#"><u>SS.912.A.4.1:</u></a>	<p>Analyze the major factors that drove United States imperialism.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, <i>The Influence of Sea Power Upon History</i>, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.</p>
<a href="#"><u>SS.912.A.4.8:</u></a>	<p>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p>
<a href="#"><u>SS.912.A.4.9:</u></a>	<p>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</p>
<a href="#"><u>SS.912.A.5.10:</u></a>	<p>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p>
<a href="#"><u>SS.912.A.5.2:</u></a>	<p>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p>Remarks/Examples</p> <p>Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</p>
<a href="#"><u>SS.912.A.5.6:</u></a>	<p>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing</p>



	American society in the 1920s.
<a href="#"><u>SS.912.A.5.7:</u></a>	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
<a href="#"><u>SS.912.A.5.8:</u></a>	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
<a href="#"><u>SS.912.A.5.9:</u></a>	<p>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, 100 Percent Americanism.</p>
<a href="#"><u>SS.912.A.6.9:</u></a>	<p>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, the Declaration of Human Rights.</p>
<a href="#"><u>SS.912.A.7.11:</u></a>	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
<a href="#"><u>SS.912.A.7.12:</u></a>	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>
<a href="#"><u>SS.912.A.7.13:</u></a>	<p>Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.</p> <p>Remarks/Examples</p>

	<p>Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.</p>
<a href="#"><u>SS.912.A.7.14:</u></a>	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, NAFTA, World Trade Organization.</p>
<a href="#"><u>SS.912.A.7.16:</u></a>	<p>Examine changes in immigration policy and attitudes toward immigration since 1950.</p>
<a href="#"><u>SS.912.A.7.17:</u></a>	<p>Examine key events and key people in Florida history as they relate to United States history.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p>
<a href="#"><u>SS.912.A.7.4:</u></a>	<p>Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</p>
<a href="#"><u>SS.912.A.7.5:</u></a>	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p>
<a href="#"><u>SS.912.A.7.6:</u></a>	<p>Assess key figures and organizations in shaping the Civil Rights</p>

	<p>Movement and Black Power Movement. Remarks/Examples</p> <p>Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</p>
<p><a href="#"><u>SS.912.A.7.7:</u></a></p>	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights. Remarks/Examples</p> <p>Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p>
<p><a href="#"><u>SS.912.A.7.8:</u></a></p>	<p>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights. Remarks/Examples</p> <p>Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].</p>
<p><a href="#"><u>SS.912.A.7.9:</u></a></p>	<p>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p>
<p><a href="#"><u>SS.912.C.4.1:</u></a></p>	<p>Explain how the world's nations are governed differently.</p>
<p><a href="#"><u>SS.912.C.4.2:</u></a></p>	<p>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</p>
<p><a href="#"><u>SS.912.C.4.3:</u></a></p>	<p>Assess human rights policies of the United States and other countries.</p>
<p><a href="#"><u>SS.912.G.1.2:</u></a></p>	<p>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p>

<a href="#"><u>SS.912.G.1.3:</u></a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#"><u>SS.912.G.1.4:</u></a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. Remarks/Examples Examples are thematic, contour, and dot-density.
<a href="#"><u>SS.912.G.2.1:</u></a>	Identify the physical characteristics and the human characteristics that define and differentiate regions.  Remarks/Examples Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
<a href="#"><u>SS.912.G.2.2:</u></a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#"><u>SS.912.G.2.3:</u></a>	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. Remarks/Examples Examples are desertification, global warming, cataclysmic natural disasters.
<a href="#"><u>SS.912.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place.
<a href="#"><u>SS.912.G.4.2:</u></a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#"><u>SS.912.G.4.3:</u></a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#"><u>SS.912.G.4.7:</u></a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#"><u>SS.912.G.4.9:</u></a>	Use political maps to describe the change in boundaries and governments within continents over time.

<p><a href="#"><u>SS.912.H.1.4:</u></a></p>	<p>Explain philosophical beliefs as they relate to works in the arts. Remarks/Examples</p> <p>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<p><a href="#"><u>SS.912.H.3.1:</u></a></p>	<p>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p>
<p><a href="#"><u>SS.912.W.1.1:</u></a></p>	<p>Use timelines to establish cause and effect relationships of historical events.</p>
<p><a href="#"><u>SS.912.W.1.2:</u></a></p>	<p>Compare time measurement systems used by different cultures. Remarks/Examples</p> <p>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<p><a href="#"><u>SS.912.W.1.3:</u></a></p>	<p>Interpret and evaluate primary and secondary sources. Remarks/Examples</p> <p>Examples are artifacts, images, auditory and written sources.</p>
<p><a href="#"><u>SS.912.W.1.4:</u></a></p>	<p>Explain how historians use historical inquiry and other sciences to understand the past. Remarks/Examples</p> <p>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<p><a href="#"><u>SS.912.W.1.5:</u></a></p>	<p>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</p>
<p><a href="#"><u>SS.912.W.1.6:</u></a></p>	<p>Evaluate the role of history in shaping identity and character. Remarks/Examples</p> <p>Examples are ethnic, cultural, personal, national, religious.</p>



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# Course: Engaged Citizenship through Service-Learning, 2- 2104360

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## BASIC INFORMATION

<b>Course Title:</b>	Engaged Citizenship through Service-Learning, 2
<b>Course Number:</b>	2104360
<b>Course Abbreviated Title:</b>	ENG CITIZ SERV LRNG2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Interdisciplinary and Applied Social Studies</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>This course provides applications and opportunities for leadership in the areas of service-learning, civic responsibility, and civic engagement. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 40 hours' duration.</p> <p>The content should include, but not be limited to, the following:</p> <ol style="list-style-type: none"><li>1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.</li></ol>

2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 40-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at [www.fldoe.org/family/learnserve.asp](http://www.fldoe.org/family/learnserve.asp).

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

Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs. After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through



service-learning.

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

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

## STANDARDS (28)

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

MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5.1 Use appropriate tools strategically.

MACC.K12.MP.6.1 Attend to precision.

**Aligned Clusters:**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<a href="#"><u>HE.912.B.5.3:</u></a>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples</p> <p>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<a href="#"><u>HE.912.B.5.5:</u></a>	<p>Examine barriers that can hinder healthy decision making.</p> <p>Remarks/Examples</p> <p>Interpersonal, financial, environmental factors, and accessibility of health information.</p>
<a href="#"><u>HE.912.C.1.4:</u></a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#"><u>LACC.910.L.3.4:</u></a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"><li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li><li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its</li></ul>

	<p>precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p><a href="#"><u>LACC.910.RI.1.1:</u></a></p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p><a href="#"><u>LACC.910.RI.4.10:</u></a></p>	<p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
<p><a href="#"><u>LACC.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the</li> </ol>

	evidence and reasoning presented.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.W.1.1:</u></a>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#"><u>LACC.910.W.4.10:</u></a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<a href="#"><u>PE.912.C.2.20:</u></a>	Identify appropriate methods to resolve physical conflict.

<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>PE.912.R.5.1:</u></a>	Describe ways to act independently of peer pressure during physical activities.
<a href="#"><u>PE.912.R.5.4:</u></a>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples
	Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<a href="#"><u>SS.912.A.1.5:</u></a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. Remarks/Examples
	Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bij/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bij/Library_Media/pdf/12TotalFINDS.pdf</a>
<a href="#"><u>SS.912.A.3.12:</u></a>	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life. Remarks/Examples
	Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.
<a href="#"><u>SS.912.A.7.12:</u></a>	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. Remarks/Examples Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights

	violations.
<a href="#"><u>SS.912.C.2.10:</u></a>	Monitor current public issues in Florida. Remarks/Examples Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#"><u>SS.912.C.2.11:</u></a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.912.C.2.5:</u></a>	Conduct a service project to further the public good. Remarks/Examples Examples are school, community, state, national, international.
<a href="#"><u>SS.912.C.2.8:</u></a>	Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#"><u>SS.912.E.2.2:</u></a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#"><u>SS.912.G.5.5:</u></a>	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
<a href="#"><u>SS.912.W.1.3:</u></a>	Interpret and evaluate primary and secondary sources. Remarks/Examples

	Examples are artifacts, images, auditory and written sources.
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# Course: Engaged Citizenship through Service-Learning, 1- 2104350

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## BASIC INFORMATION

<b>Course Title:</b>	Engaged Citizenship through Service-Learning, 1
<b>Course Number:</b>	2104350
<b>Course Abbreviated Title:</b>	ENG CITIZ SERV LRNG1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Interdisciplinary and Applied Social Studies</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>This course provides an introduction and opportunities for leadership in the areas of service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 30 hours' duration.</p> <p>The content should include, but not be limited to, the following:</p> <ol style="list-style-type: none"><li>1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.</li><li>2. Students will design and then implement one or more service-</li></ol>



learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.

3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 30-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at [www.fldoe.org/family/learnsolve.asp](http://www.fldoe.org/family/learnsolve.asp).

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.

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

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through

	<p>service-learning.</p> <ol style="list-style-type: none"> <li>3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.</li> <li>4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.</li> <li>5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).</li> <li>6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).</li> </ol> <p>Provide documentation of activities and the minimum 30 hours of participation in one or more approved service-learning project.</p>
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## STANDARDS (28)

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

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

### **Aligned clusters:**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<b><u>HE.912.B.5.3:</u></b>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples</p>
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	<p>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<a href="#"><u>HE.912.B.5.5:</u></a>	<p>Examine barriers that can hinder healthy decision making. Remarks/Examples</p> <p>Interpersonal, financial, environmental factors, and accessibility of health information.</p>
<a href="#"><u>HE.912.C.1.4:</u></a>	<p>Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#"><u>LACC.910.L.3.4:</u></a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<a href="#"><u>LACC.910.RI.1.1:</u></a>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<a href="#"><u>LACC.910.RI.4.10:</u></a>	<p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as</p>

	<p>needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
<p><a href="#"><u>LACC.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><a href="#"><u>LACC.910.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#"><u>LACC.910.W.1.1:</u></a></p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from</li> </ol>

	<p>alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<a href="#"><u>LACC.910.W.4.10:</u></a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<a href="#"><u>LACC.K12.SL.1.2:</u></a>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#"><u>LACC.K12.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
<a href="#"><u>PE.912.C.2.20:</u></a>	Identify appropriate methods to resolve physical conflict.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>PE.912.R.5.1:</u></a>	Describe ways to act independently of peer pressure during physical activities.
<a href="#"><u>PE.912.R.5.4:</u></a>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#"><u>SS.912.A.1.5:</u></a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

	<p>Remarks/Examples</p> <hr/> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fl DOE.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fl DOE.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p> <hr/>
<p><b><u>SS.912.A.3.12:</u></b></p>	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p>Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p> <hr/>
<p><b><u>SS.912.A.7.12:</u></b></p>	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p>Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <hr/>
<p><b><u>SS.912.C.2.10:</u></b></p>	<p>Monitor current public issues in Florida.</p> <p>Remarks/Examples</p> <hr/> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p> <hr/>
<p><b><u>SS.912.C.2.11:</u></b></p>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
<p><b><u>SS.912.C.2.2:</u></b></p>	<p>Evaluate the importance of political participation and civic participation.</p>
<p><b><u>SS.912.C.2.3:</u></b></p>	<p>Experience the responsibilities of citizens at the local, state, or</p>

	<p>federal levels.</p> <p>Remarks/Examples</p> <p>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#"><u>SS.912.C.2.5:</u></a>	<p>Conduct a service project to further the public good.</p> <p>Remarks/Examples</p> <p>Examples are school, community, state, national, international.</p>
<a href="#"><u>SS.912.C.2.8:</u></a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p>Remarks/Examples</p> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#"><u>SS.912.E.2.2:</u></a>	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p>
<a href="#"><u>SS.912.G.5.5:</u></a>	<p>Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.</p>
<a href="#"><u>SS.912.W.1.3:</u></a>	<p>Interpret and evaluate primary and secondary sources.</p> <p>Remarks/Examples</p> <p>Examples are artifacts, images, auditory and written sources.</p>

## RELATED GLOSSARY TERM DEFINITIONS (1)

<b>strategies:</b>	<p>Competitive decisions by individuals and/or a team about the overall play of the game in order to gain advantage over the opponent; an overall plan of attack.</p>
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# Course: Women's Studies- 2104340

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## BASIC INFORMATION

<b>Course Title:</b>	Women's Studies
<b>Course Number:</b>	2104340
<b>Course Abbreviated Title:</b>	WOMEN'S STUDIES
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Interdisciplinary and Applied Social Studies</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Women's Studies</b> – The grade 9-12 Women's Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the historical development of women in various cultures, the role of women in shaping history, and of contemporary issues that impact the lives of women.</p> <p><b>Mathematics Benchmark Guidance:</b> Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p><b>Instructional Practices:</b> Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex</p>

	<p>reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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**STANDARDS (71)**

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

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

**Aligned Clusters:**

- MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**
- MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<b><u>HE.912.C.2.4:</u></b>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Remarks/Examples
	Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

<a href="#"><u>LACC.910.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#"><u>LACC.910.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#"><u>LACC.910.RH.1.3:</u></a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#"><u>LACC.910.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#"><u>LACC.910.RH.2.5:</u></a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#"><u>LACC.910.RH.2.6:</u></a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#"><u>LACC.910.RH.3.7:</u></a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#"><u>LACC.910.RH.3.8:</u></a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#"><u>LACC.910.RH.3.9:</u></a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#"><u>LACC.910.RH.4.10:</u></a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#"><u>LACC.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key</li> </ol>

	<p>issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <ul style="list-style-type: none"> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><a href="#"><u>LACC.910.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#"><u>LACC.910.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#"><u>LACC.910.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#"><u>LACC.910.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul>

	<p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p><a href="#"><u>LACC.910.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
<p><a href="#"><u>LACC.910.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#"><u>LACC.910.WHST.2.5:</u></a></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><a href="#"><u>LACC.910.WHST.2.6:</u></a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display</p>

	information flexibly and dynamically.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.910.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.3.5:</u></a>	Identify significant inventors of the Industrial Revolution including African Americans and women. Remarks/Examples Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.
<a href="#"><u>SS.912.A.4.8:</u></a>	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
<a href="#"><u>SS.912.A.4.9:</u></a>	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
<a href="#"><u>SS.912.A.5.10:</u></a>	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
<a href="#"><u>SS.912.A.5.7:</u></a>	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
<a href="#"><u>SS.912.A.5.9:</u></a>	Explain why support for the Ku Klux Klan varied in the 1920s with

	<p>respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, 100 Percent Americanism.</p>
<p><a href="#"><u>SS.912.A.7.11:</u></a></p>	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
<p><a href="#"><u>SS.912.A.7.12:</u></a></p>	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>
<p><a href="#"><u>SS.912.A.7.3:</u></a></p>	<p>Examine the changing status of women in the United States from post-World War II to present.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, <i>The Feminine Mystique</i>, National Organization for Women, <i>Roe v. Wade</i>, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.</p>
<p><a href="#"><u>SS.912.A.7.5:</u></a></p>	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p>
<p><a href="#"><u>SS.912.A.7.9:</u></a></p>	<p>Examine the similarities of social movements (Native Americans,</p>

	Hispanics, women, anti-war protesters) of the 1960s and 1970s.
<a href="#"><u>SS.912.C.4.1:</u></a>	Explain how the world's nations are governed differently.
<a href="#"><u>SS.912.C.4.2:</u></a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#"><u>SS.912.C.4.3:</u></a>	Assess human rights policies of the United States and other countries.
<a href="#"><u>SS.912.G.1.1:</u></a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#"><u>SS.912.G.1.2:</u></a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#"><u>SS.912.G.1.3:</u></a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#"><u>SS.912.G.1.4:</u></a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. Remarks/Examples Examples are thematic, contour, and dot-density.
<a href="#"><u>SS.912.G.2.1:</u></a>	Identify the physical characteristics and the human characteristics that define and differentiate regions.  Remarks/Examples Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
<a href="#"><u>SS.912.G.2.2:</u></a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#"><u>SS.912.G.2.3:</u></a>	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. Remarks/Examples Examples are desertification, global warming, cataclysmic natural



	disasters.
<a href="#"><u>SS.912.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place.
<a href="#"><u>SS.912.G.4.2:</u></a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#"><u>SS.912.G.4.3:</u></a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#"><u>SS.912.G.4.7:</u></a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#"><u>SS.912.G.4.9:</u></a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#"><u>SS.912.H.1.4:</u></a>	<p>Explain philosophical beliefs as they relate to works in the arts. Remarks/Examples</p> <p>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<a href="#"><u>SS.912.H.3.1:</u></a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
<a href="#"><u>SS.912.W.1.1:</u></a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#"><u>SS.912.W.1.2:</u></a>	<p>Compare time measurement systems used by different cultures. Remarks/Examples</p> <p>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#"><u>SS.912.W.1.3:</u></a>	<p>Interpret and evaluate primary and secondary sources. Remarks/Examples</p> <p>Examples are artifacts, images, auditory and written sources.</p>
<a href="#"><u>SS.912.W.1.4:</u></a>	<p>Explain how historians use historical inquiry and other sciences to understand the past. Remarks/Examples</p> <p>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>

<a href="#"><u>SS.912.W.1.5:</u></a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#"><u>SS.912.W.1.6:</u></a>	Evaluate the role of history in shaping identity and character. Remarks/Examples Examples are ethnic, cultural, personal, national, religious.
<a href="#"><u>SS.912.W.2.10:</u></a>	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
<a href="#"><u>SS.912.W.2.13:</u></a>	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
<a href="#"><u>SS.912.W.2.17:</u></a>	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. Remarks/Examples Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
<a href="#"><u>SS.912.W.3.13:</u></a>	Compare economic, political, and social developments in East, West, and South Africa.
<a href="#"><u>SS.912.W.3.17:</u></a>	Describe the roles of people in the Maya, Inca, and Aztec societies. Remarks/Examples Examples are class structure, family life, warfare, religious beliefs and practices, slavery.
<a href="#"><u>SS.912.W.3.18:</u></a>	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America. Remarks/Examples Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.
<a href="#"><u>SS.912.W.3.2:</u></a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.

<a href="#"><u>SS.912.W.4.14:</u></a>	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
<a href="#"><u>SS.912.W.4.15:</u></a>	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
<a href="#"><u>SS.912.W.4.3:</u></a>	<p>Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</p> <p>Remarks/Examples</p> <p>Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.</p>
<a href="#"><u>SS.912.W.6.4:</u></a>	<p>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</p> <p>Remarks/Examples</p> <p>Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</p>
<a href="#"><u>SS.912.W.9.4:</u></a>	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p>Remarks/Examples</p> <p>Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
<a href="#"><u>SS.912.W.9.5:</u></a>	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.



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# Course: Voluntary School/Community Service-2104330

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## BASIC INFORMATION

<b>Course Title:</b>	Voluntary School/Community Service
<b>Course Number:</b>	2104330
<b>Course Abbreviated Title:</b>	VOL SCH/COMMU SERV
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Interdisciplinary and Applied Social Studies</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Voluntary School/Community Service</b> - The grade Voluntary School/Community Service course consists of the following content area strands: World History, American History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the concept of service to society and the engagement in activities that benefit communities. Content should include, but is not limited to, the identification of school or community challenges and needs, options for responding to identified needs, and the development and implementation of a personal plan for providing school or community service.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical</p>

	<p>tables, charts, and graphs.</p> <p><b>Special Note:</b> To receive credit for this course, documentation of at least 75 hours of school or community service must be provided.</p>
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## STANDARDS (26)

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

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

### **Aligned Clusters:**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<a href="#"><u>HE.912.C.2.4:</u></a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <hr/> <p>Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<a href="#"><u>LACC.910.RH.2.4:</u></a>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>
<a href="#"><u>LACC.910.RH.3.7:</u></a>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
<a href="#"><u>LACC.910.RH.3.8:</u></a>	<p>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>

<a href="#"><u>LACC.910.RH.3.9:</u></a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#"><u>LACC.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.WHST.1.2:</u></a>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

	<ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
<p><b><u>LACC.910.WHST.2.5:</u></b></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><b><u>LACC.910.WHST.2.6:</u></b></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><b><u>LACC.910.WHST.3.8:</u></b></p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p><b><u>LACC.910.WHST.3.9:</u></b></p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>



<p><b><u>SS.912.A.1.5:</u></b></p>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. Remarks/Examples</p> <hr/> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<p><b><u>SS.912.A.1.7:</u></b></p>	<p>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</p>
<p><b><u>SS.912.C.2.10:</u></b></p>	<p>Monitor current public issues in Florida. Remarks/Examples</p> <hr/> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<p><b><u>SS.912.C.2.11:</u></b></p>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
<p><b><u>SS.912.C.2.2:</u></b></p>	<p>Evaluate the importance of political participation and civic participation.</p>
<p><b><u>SS.912.C.2.3:</u></b></p>	<p>Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples</p> <hr/> <p>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<p><b><u>SS.912.C.2.5:</u></b></p>	<p>Conduct a service project to further the public good. Remarks/Examples</p> <hr/> <p>Examples are school, community, state, national, international.</p>
<p><b><u>SS.912.C.2.8:</u></b></p>	<p>Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples</p> <hr/> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests,</p>

	demonstrations, letters to editors.
<b><u>SS.912.C.3.13:</u></b>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p>Remarks/Examples</p> <p>Examples are education, transportation, crime prevention, funding of services.</p>
<b><u>SS.912.E.2.11:</u></b>	<p>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</p> <p>Remarks/Examples</p> <p>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
<b><u>SS.912.E.2.2:</u></b>	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p>
<b><u>SS.912.W.1.3:</u></b>	<p>Interpret and evaluate primary and secondary sources.</p> <p>Remarks/Examples</p> <p>Examples are artifacts, images, auditory and written sources.</p>



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# Course: Global Studies- 2104320

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## BASIC INFORMATION

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

	<p><b>Instructional Practices:</b> 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:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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## STANDARDS (76)

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

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

### **Aligned Clusters:**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<a href="#"><b>HE.912.C.2.4:</b></a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples</p>
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	Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<a href="#"><u>LACC.910.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#"><u>LACC.910.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#"><u>LACC.910.RH.1.3:</u></a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#"><u>LACC.910.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#"><u>LACC.910.RH.2.5:</u></a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#"><u>LACC.910.RH.2.6:</u></a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#"><u>LACC.910.RH.3.7:</u></a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#"><u>LACC.910.RH.3.8:</u></a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#"><u>LACC.910.RH.3.9:</u></a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#"><u>LACC.910.RH.4.10:</u></a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#"><u>LACC.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by</p>

	<p>referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><a href="#"><u>LACC.910.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#"><u>LACC.910.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#"><u>LACC.910.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#"><u>LACC.910.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships</li> </ul>

	<p>between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p><b><u>LACC.910.WHST.1.2:</u></b></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<p><b><u>LACC.910.WHST.2.4:</u></b></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b><u>LACC 910 WHST 2.5:</u></b></p>	<p>Develop and strengthen writing as needed by planning, revising,</p>

	editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.910.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.1.1:</u></a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#"><u>SS.912.A.1.2:</u></a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#"><u>SS.912.A.1.3:</u></a>	Utilize timelines to identify the time sequence of historical data.
<a href="#"><u>SS.912.A.1.4:</u></a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#"><u>SS.912.A.1.5:</u></a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. Remarks/Examples
	Students should be encouraged to utilize FINDS (Focus, Investigate,



	Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
<a href="#"><u>SS.912.A.1.6:</u></a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#"><u>SS.912.A.1.7:</u></a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<a href="#"><u>SS.912.A.3.10:</u></a>	Review different economic and philosophic ideologies. Remarks/Examples Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.
<a href="#"><u>SS.912.A.7.11:</u></a>	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. Remarks/Examples Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.
<a href="#"><u>SS.912.A.7.12:</u></a>	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. Remarks/Examples Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.
<a href="#"><u>SS.912.A.7.14:</u></a>	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). Remarks/Examples Examples may include, but are not limited to, NAFTA, World Trade Organization.

<a href="#"><u>SS.912.C.4.1:</u></a>	Explain how the world's nations are governed differently.
<a href="#"><u>SS.912.C.4.2:</u></a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#"><u>SS.912.C.4.3:</u></a>	Assess human rights policies of the United States and other countries.
<a href="#"><u>SS.912.E.3.4:</u></a>	Assess the economic impact of negative and positive externalities on the international environment. Remarks/Examples Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
<a href="#"><u>SS.912.E.3.5:</u></a>	Compare the current United States economy with other developed and developing nations. Remarks/Examples Examples are standard of living, exchange rates, productivity, gross domestic product.
<a href="#"><u>SS.912.G.1.1:</u></a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#"><u>SS.912.G.1.2:</u></a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#"><u>SS.912.G.1.3:</u></a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#"><u>SS.912.G.1.4:</u></a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. Remarks/Examples Examples are thematic, contour, and dot-density.
<a href="#"><u>SS.912.G.2.1:</u></a>	Identify the physical characteristics and the human characteristics that define and differentiate regions.  Remarks/Examples

	<p>Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>
<a href="#"><u>SS.912.G.2.2:</u></a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#"><u>SS.912.G.2.3:</u></a>	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <p>Remarks/Examples</p> <p>Examples are desertification, global warming, cataclysmic natural disasters.</p>
<a href="#"><u>SS.912.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place.
<a href="#"><u>SS.912.G.4.2:</u></a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#"><u>SS.912.G.4.3:</u></a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#"><u>SS.912.G.4.4:</u></a>	<p>Use geographic terms and tools to analyze case studies of issues in globalization.</p> <p>Remarks/Examples</p> <p>Examples are cultural imperialism, outsourcing.</p>
<a href="#"><u>SS.912.G.4.7:</u></a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#"><u>SS.912.G.4.9:</u></a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#"><u>SS.912.H.1.1:</u></a>	<p>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.</p> <p>Remarks/Examples</p> <p>Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p>

<p><b><u>SS.912.H.1.2:</u></b></p>	<p>Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</p> <p>Remarks/Examples</p> <p>Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</p>
<p><b><u>SS.912.H.1.3:</u></b></p>	<p>Relate works in the arts to various cultures.</p> <p>Remarks/Examples</p> <p>Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
<p><b><u>SS.912.H.1.4:</u></b></p>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p>Remarks/Examples</p> <p>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<p><b><u>SS.912.H.1.5:</u></b></p>	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p>Remarks/Examples</p> <p>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p>
<p><b><u>SS.912.H.1.6:</u></b></p>	<p>Analyze how current events are explained by artistic and cultural trends of the past.</p>
<p><b><u>SS.912.H.3.1:</u></b></p>	<p>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p>
<p><b><u>SS.912.W.1.1:</u></b></p>	<p>Use timelines to establish cause and effect relationships of historical events.</p>
<p><b><u>SS.912.W.1.2:</u></b></p>	<p>Compare time measurement systems used by different cultures.</p> <p>Remarks/Examples</p> <p>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<p><b><u>SS.912.W.1.3:</u></b></p>	<p>Interpret and evaluate primary and secondary sources.</p> <p>Remarks/Examples</p>

	Examples are artifacts, images, auditory and written sources.
<a href="#"><u>SS.912.W.1.4:</u></a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p>Remarks/Examples</p> <p>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#"><u>SS.912.W.1.5:</u></a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#"><u>SS.912.W.1.6:</u></a>	<p>Evaluate the role of history in shaping identity and character.</p> <p>Remarks/Examples</p> <p>Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#"><u>SS.912.W.8.10:</u></a>	<p>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</p> <p>Remarks/Examples</p> <p>Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p>
<a href="#"><u>SS.912.W.8.8:</u></a>	<p>Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</p> <p>Remarks/Examples</p> <p>Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.</p>
<a href="#"><u>SS.912.W.8.9:</u></a>	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
<a href="#"><u>SS.912.W.9.1:</u></a>	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p> <p>Remarks/Examples</p> <p>Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>

<a href="#"><u>SS.912.W.9.2:</u></a>	Describe the causes and effects of post-World War II economic and demographic changes. Remarks/Examples Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.
<a href="#"><u>SS.912.W.9.3:</u></a>	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. Remarks/Examples Examples are prejudice, racism, stereotyping, economic competition.
<a href="#"><u>SS.912.W.9.4:</u></a>	Describe the causes and effects of twentieth century nationalist conflicts. Remarks/Examples Examples are Cyprus, Kashmir, Tibet, Northern Ireland.
<a href="#"><u>SS.912.W.9.5:</u></a>	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
<a href="#"><u>SS.912.W.9.6:</u></a>	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
<a href="#"><u>SS.912.W.9.7:</u></a>	Describe the impact of and global response to international terrorism.



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# Course: Introduction to the Social Sciences-2104300

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## BASIC INFORMATION

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



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).

## STANDARDS (75)

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

MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5.1 Use appropriate tools strategically.

MACC.K12.MP.6.1 Attend to precision.

### **MACC.912.S-ID Interpreting Categorical and Quantitative Data**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

### **MACC.912.S-IC Making Inferences and Justifying Conclusions**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<p><b><u>HE.912.C.2.4:</u></b></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p><b><u>LACC.910.RH.1.1:</u></b></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
<p><b><u>LACC.910.RH.1.2:</u></b></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
<p><b><u>LACC.910.RH.1.3:</u></b></p>	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
<p><b><u>LACC.910.RH.2.4:</u></b></p>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>
<p><b><u>LACC.910.RH.2.5:</u></b></p>	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p><b><u>LACC.910.RH.2.6:</u></b></p>	<p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
<p><b><u>LACC.910.RH.3.7:</u></b></p>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
<p><b><u>LACC.910.RH.3.8:</u></b></p>	<p>Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>
<p><b><u>LACC.910.RH.3.9:</u></b></p>	<p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
<p><b><u>LACC.910.RH.4.10:</u></b></p>	<p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>
<p><b><u>LACC.910.SL.1.1:</u></b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the</li> </ul>

	<p>audience’s knowledge level and concerns.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#"><u>LACC.910.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#"><u>LACC.910.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>

	audience.
<a href="#"><u>LACC.910.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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<a href="#"><u>LACC.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.910.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.1.1:</u></a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#"><u>SS.912.A.1.2:</u></a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#"><u>SS.912.A.1.3:</u></a>	Utilize timelines to identify the time sequence of historical data.
<a href="#"><u>SS.912.A.1.4:</u></a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#"><u>SS.912.A.1.5:</u></a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
	Remarks/Examples

	<p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#"><u>SS.912.A.1.6:</u></a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#"><u>SS.912.A.1.7:</u></a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<a href="#"><u>SS.912.A.3.10:</u></a>	<p>Review different economic and philosophic ideologies. Remarks/Examples</p> <p>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p>
<a href="#"><u>SS.912.A.7.12:</u></a>	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. Remarks/Examples</p> <p>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>
<a href="#"><u>SS.912.C.1.3:</u></a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.4:</u></a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.2.7:</u></a>	Explain why rights have limits and are not absolute.

	<p>Remarks/Examples</p> <p>Examples are speech, search and seizure, religion, gun possession.</p>
<a href="#"><u>SS.912.C.2.8:</u></a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p>Remarks/Examples</p> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#"><u>SS.912.C.3.1:</u></a>	<p>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</p>
<a href="#"><u>SS.912.C.4.1:</u></a>	<p>Explain how the world's nations are governed differently.</p>
<a href="#"><u>SS.912.C.4.2:</u></a>	<p>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</p>
<a href="#"><u>SS.912.C.4.3:</u></a>	<p>Assess human rights policies of the United States and other countries.</p>
<a href="#"><u>SS.912.E.1.1:</u></a>	<p>Identify the factors of production and why they are necessary for the production of goods and services.</p> <p>Remarks/Examples</p> <p>Examples are land, labor, capital, entrepreneurship.</p>
<a href="#"><u>SS.912.E.1.10:</u></a>	<p>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</p>
<a href="#"><u>SS.912.E.1.3:</u></a>	<p>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?</p>
<a href="#"><u>SS.912.E.1.4:</u></a>	<p>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</p>
<a href="#"><u>SS.912.E.1.6:</u></a>	<p>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</p>
<a href="#"><u>SS.912.F.3.5:</u></a>	<p>Compare the current United States economy with other developed</p>

	<p>and developing nations.</p> <p>Remarks/Examples</p> <p>Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
<a href="#"><u>SS.912.E.3.6:</u></a>	<p>Differentiate and draw conclusions about historical economic thought theorized by economists.</p> <p>Remarks/Examples</p> <p>Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</p>
<a href="#"><u>SS.912.G.1.1:</u></a>	<p>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</p>
<a href="#"><u>SS.912.G.1.2:</u></a>	<p>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p>
<a href="#"><u>SS.912.G.1.3:</u></a>	<p>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</p>
<a href="#"><u>SS.912.G.1.4:</u></a>	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p>Remarks/Examples</p> <p>Examples are thematic, contour, and dot-density.</p>
<a href="#"><u>SS.912.G.2.1:</u></a>	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <p>Remarks/Examples</p> <p>Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>
<a href="#"><u>SS.912.G.2.2:</u></a>	<p>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</p>
<a href="#"><u>SS.912.G.2.3:</u></a>	<p>Use geographic terms and tools to analyze case studies of regional</p>



	<p>issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <p>Remarks/Examples</p> <p>Examples are desertification, global warming, cataclysmic natural disasters.</p>
<a href="#"><u>SS.912.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place.
<a href="#"><u>SS.912.G.4.2:</u></a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#"><u>SS.912.G.4.3:</u></a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#"><u>SS.912.G.4.7:</u></a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#"><u>SS.912.G.4.9:</u></a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#"><u>SS.912.H.1.1:</u></a>	<p>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.</p> <p>Remarks/Examples</p> <p>Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p>
<a href="#"><u>SS.912.H.1.2:</u></a>	<p>Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</p> <p>Remarks/Examples</p> <p>Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</p>
<a href="#"><u>SS.912.H.1.3:</u></a>	<p>Relate works in the arts to various cultures.</p> <p>Remarks/Examples</p> <p>Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
<a href="#"><u>SS.912.H.1.4:</u></a>	Explain philosophical beliefs as they relate to works in the arts.

	<p>Remarks/Examples</p> <p>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<a href="#"><u>SS.912.H.1.6:</u></a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#"><u>SS.912.H.2.4:</u></a>	Examine the effects that works in the arts have on groups, individuals, and cultures.
<a href="#"><u>SS.912.H.3.1:</u></a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
<a href="#"><u>SS.912.W.1.1:</u></a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#"><u>SS.912.W.1.2:</u></a>	<p>Compare time measurement systems used by different cultures.</p> <p>Remarks/Examples</p> <p>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#"><u>SS.912.W.1.3:</u></a>	<p>Interpret and evaluate primary and secondary sources.</p> <p>Remarks/Examples</p> <p>Examples are artifacts, images, auditory and written sources.</p>
<a href="#"><u>SS.912.W.1.4:</u></a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p>Remarks/Examples</p> <p>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#"><u>SS.912.W.1.5:</u></a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#"><u>SS.912.W.1.6:</u></a>	<p>Evaluate the role of history in shaping identity and character.</p> <p>Remarks/Examples</p> <p>Examples are ethnic, cultural, personal, national, religious.</p>



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# Course: Comprehensive Law Studies- 2106370

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## BASIC INFORMATION

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

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).

## STANDARDS (78)

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

MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5.1 Use appropriate tools strategically.

MACC.K12.MP.6.1 Attend to precision.

### **MACC.912.S-ID Interpreting Categorical and Quantitative Data**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

### **MACC.912.S-IC Making Inferences and Justifying Conclusions**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<p><a href="#"><u>HE.912.C.2.4:</u></a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p><a href="#"><u>LACC.910.RH.1.1:</u></a></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
<p><a href="#"><u>LACC.910.RH.1.2:</u></a></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
<p><a href="#"><u>LACC.910.RH.1.3:</u></a></p>	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
<p><a href="#"><u>LACC.910.RH.2.4:</u></a></p>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>
<p><a href="#"><u>LACC.910.RH.2.5:</u></a></p>	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p><a href="#"><u>LACC.910.RH.2.6:</u></a></p>	<p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
<p><a href="#"><u>LACC.910.RH.3.7:</u></a></p>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
<p><a href="#"><u>LACC.910.RH.3.8:</u></a></p>	<p>Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>
<p><a href="#"><u>LACC.910.RH.3.9:</u></a></p>	<p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
<p><a href="#"><u>LACC.910.RH.4.10:</u></a></p>	<p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>
<p><a href="#"><u>LACC.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><a href="#"><u>LACC.910.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#"><u>LACC.910.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#"><u>LACC.910.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#"><u>LACC.910.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the</li> </ul>

	<p>audience’s knowledge level and concerns.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#"><u>LACC.910.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#"><u>LACC.910.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>



	audience.
<a href="#"><u>LACC.910.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.910.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.1.1:</u></a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#"><u>SS.912.A.1.2:</u></a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#"><u>SS.912.A.1.3:</u></a>	Utilize timelines to identify the time sequence of historical data.
<a href="#"><u>SS.912.A.1.4:</u></a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#"><u>SS.912.A.1.5:</u></a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
	Remarks/Examples

	<p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fl DOE.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fl DOE.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#"><u>SS.912.A.1.6:</u></a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#"><u>SS.912.A.1.7:</u></a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<a href="#"><u>SS.912.A.2.4:</u></a>	<p>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p>
<a href="#"><u>SS.912.A.2.5:</u></a>	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.2:</u></a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#"><u>SS.912.C.1.3:</u></a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#"><u>SS.912.C.1.4:</u></a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.1:</u></a>	Evaluate the constitutional provisions establishing citizenship, and

	<p>assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</p>
<a href="#"><u>SS.912.C.2.10:</u></a>	<p>Monitor current public issues in Florida.</p> <p>Remarks/Examples</p> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<a href="#"><u>SS.912.C.2.11:</u></a>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
<a href="#"><u>SS.912.C.2.12:</u></a>	<p>Explain the changing roles of television, radio, press, and Internet in political communication.</p>
<a href="#"><u>SS.912.C.2.13:</u></a>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p>Remarks/Examples</p> <p>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#"><u>SS.912.C.2.15:</u></a>	<p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p>
<a href="#"><u>SS.912.C.2.2:</u></a>	<p>Evaluate the importance of political participation and civic participation.</p>
<a href="#"><u>SS.912.C.2.3:</u></a>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p>Remarks/Examples</p> <p>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#"><u>SS.912.C.2.4:</u></a>	<p>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p>
<a href="#"><u>SS.912.C.2.6:</u></a>	<p>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</p>
<a href="#"><u>SS.912.C.2.7:</u></a>	<p>Explain why rights have limits and are not absolute.</p> <p>Remarks/Examples</p>

	<p>Examples are speech, search and seizure, religion, gun possession.</p>
<a href="#"><u>SS.912.C.2.8:</u></a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p>Remarks/Examples</p> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#"><u>SS.912.C.2.9:</u></a>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p>Remarks/Examples</p> <p>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<a href="#"><u>SS.912.C.3.1:</u></a>	<p>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</p>
<a href="#"><u>SS.912.C.3.10:</u></a>	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p>Remarks/Examples</p> <p>Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
<a href="#"><u>SS.912.C.3.11:</u></a>	<p>Contrast how the Constitution safeguards and limits individual rights.</p>
<a href="#"><u>SS.912.C.3.12:</u></a>	<p>Simulate the judicial decision-making process in interpreting law at the state and federal level.</p>
<a href="#"><u>SS.912.C.3.13:</u></a>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p>Remarks/Examples</p> <p>Examples are education, transportation, crime prevention, funding of services.</p>

<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#"><u>SS.912.C.3.15:</u></a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#"><u>SS.912.C.3.2:</u></a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#"><u>SS.912.C.3.3:</u></a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#"><u>SS.912.C.3.4:</u></a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
<a href="#"><u>SS.912.C.3.5:</u></a>	Identify the impact of independent regulatory agencies in the federal bureaucracy. Remarks/Examples Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
<a href="#"><u>SS.912.C.3.6:</u></a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#"><u>SS.912.C.3.7:</u></a>	Describe the role of judicial review in American constitutional government.
<a href="#"><u>SS.912.C.3.8:</u></a>	Compare the role of judges on the state and federal level with other elected officials. Remarks/Examples Examples are decisions based on the law vs. will of the majority.
<a href="#"><u>SS.912.C.3.9:</u></a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
<a href="#"><u>SS.912.C.4.3:</u></a>	Assess human rights policies of the United States and other countries.
<a href="#"><u>SS.912.E.2.2:</u></a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#"><u>SS.912.G.1.2:</u></a>	Use spatial perspective and appropriate geographic terms and tools,

	including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#"><u>SS.912.G.1.4:</u></a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. Remarks/Examples Examples are thematic, contour, and dot-density.
<a href="#"><u>SS.912.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place.
<a href="#"><u>SS.912.H.1.6:</u></a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#"><u>SS.912.W.1.1:</u></a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#"><u>SS.912.W.1.3:</u></a>	Interpret and evaluate primary and secondary sources. Remarks/Examples Examples are artifacts, images, auditory and written sources.
<a href="#"><u>SS.912.W.1.4:</u></a>	Explain how historians use historical inquiry and other sciences to understand the past. Remarks/Examples Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
<a href="#"><u>SS.912.W.1.6:</u></a>	Evaluate the role of history in shaping identity and character. Remarks/Examples Examples are ethnic, cultural, personal, national, religious.
<a href="#"><u>SS.912.W.2.18:</u></a>	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. Remarks/Examples Examples are Magna Carta, parliament, habeas corpus.
<a href="#"><u>SS.912.W.5.4:</u></a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.



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# Course: Comparative Political Systems-2106360

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4565.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Comparative Political Systems
<b>Course Number:</b>	2106360
<b>Course Abbreviated Title:</b>	COMPA POLI SYSTEMS
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Political Sciences</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p><b>Comparative Political Systems</b> - The grade 9-12 Comparative Political Systems course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the major political systems of the world and compare and contrast their operation with the American democratic system. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives and the role and function of the government and the citizen in each political system.</p> <p><b>Mathematics Benchmark Guidance</b> - Social Studies instruction should include opportunities for students to interpret and create</p>



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).

## **STANDARDS (75)**

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

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

### **MACC.912.S-ID Interpreting Categorical and Quantitative Data**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

### **MACC.912.S-IC Making Inferences and Justifying Conclusions**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<p><b><u>HE.912.C.2.4:</u></b></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p><b><u>LACC.910.RH.1.1:</u></b></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
<p><b><u>LACC.910.RH.1.2:</u></b></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
<p><b><u>LACC.910.RH.1.3:</u></b></p>	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
<p><b><u>LACC.910.RH.2.4:</u></b></p>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>
<p><b><u>LACC.910.RH.2.5:</u></b></p>	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p><b><u>LACC.910.RH.2.6:</u></b></p>	<p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
<p><b><u>LACC.910.RH.3.7:</u></b></p>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
<p><b><u>LACC.910.RH.3.8:</u></b></p>	<p>Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>
<p><b><u>LACC.910.RH.3.9:</u></b></p>	<p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
<p><b><u>LACC.910.RH.4.10:</u></b></p>	<p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>
<p><b><u>LACC.910.SL.1.1:</u></b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><a href="#"><u>LACC.910.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#"><u>LACC.910.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#"><u>LACC.910.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#"><u>LACC.910.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the</li> </ul>

	<p>audience’s knowledge level and concerns.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#"><u>LACC.910.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#"><u>LACC.910.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>

	audience.
<a href="#"><u>LACC.910.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.910.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.1.1:</u></a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#"><u>SS.912.A.1.2:</u></a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#"><u>SS.912.A.1.3:</u></a>	Utilize timelines to identify the time sequence of historical data.
<a href="#"><u>SS.912.A.1.4:</u></a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#"><u>SS.912.A.1.5:</u></a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
	Remarks/Examples

	<p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#"><u>SS.912.A.1.6:</u></a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#"><u>SS.912.A.6.7:</u></a>	Describe the attempts to promote international justice through the Nuremberg Trials.
<a href="#"><u>SS.912.A.7.11:</u></a>	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p>Remarks/Examples</p> <p>Examples may include, but aren't limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.2:</u></a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#"><u>SS.912.C.1.3:</u></a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#"><u>SS.912.C.1.4:</u></a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.12:</u></a>	Explain the changing roles of television, radio, press, and Internet in political communication.

<p><b><u>SS.912.C.2.13:</u></b></p>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Remarks/Examples</p> <p>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<p><b><u>SS.912.C.2.15:</u></b></p>	<p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p>
<p><b><u>SS.912.C.2.3:</u></b></p>	<p>Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples</p> <p>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<p><b><u>SS.912.C.2.4:</u></b></p>	<p>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p>
<p><b><u>SS.912.C.2.6:</u></b></p>	<p>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</p>
<p><b><u>SS.912.C.2.7:</u></b></p>	<p>Explain why rights have limits and are not absolute. Remarks/Examples</p> <p>Examples are speech, search and seizure, religion, gun possession.</p>
<p><b><u>SS.912.C.2.8:</u></b></p>	<p>Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples</p> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<p><b><u>SS.912.C.2.9:</u></b></p>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Remarks/Examples</p> <p>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>

<a href="#"><u>SS.912.C.3.1:</u></a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#"><u>SS.912.C.3.11:</u></a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.912.C.3.12:</u></a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
<a href="#"><u>SS.912.C.3.13:</u></a>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p>Remarks/Examples</p> <p>Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#"><u>SS.912.C.3.15:</u></a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#"><u>SS.912.C.3.2:</u></a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#"><u>SS.912.C.3.3:</u></a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#"><u>SS.912.C.3.4:</u></a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
<a href="#"><u>SS.912.C.3.5:</u></a>	<p>Identify the impact of independent regulatory agencies in the federal bureaucracy.</p> <p>Remarks/Examples</p> <p>Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<a href="#"><u>SS.912.C.3.6:</u></a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#"><u>SS.912.C.3.7:</u></a>	Describe the role of judicial review in American constitutional government.
<a href="#"><u>SS.912.C.3.8:</u></a>	Compare the role of judges on the state and federal level with other



	<p>elected officials.</p> <p>Remarks/Examples</p> <p>Examples are decisions based on the law vs. will of the majority.</p>
<a href="#"><u>SS.912.C.3.9:</u></a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
<a href="#"><u>SS.912.C.4.3:</u></a>	Assess human rights policies of the United States and other countries.
<a href="#"><u>SS.912.G.1.2:</u></a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#"><u>SS.912.G.1.4:</u></a>	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p>Remarks/Examples</p> <p>Examples are thematic, contour, and dot-density.</p>
<a href="#"><u>SS.912.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place.
<a href="#"><u>SS.912.H.1.6:</u></a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#"><u>SS.912.W.1.1:</u></a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#"><u>SS.912.W.1.2:</u></a>	<p>Compare time measurement systems used by different cultures.</p> <p>Remarks/Examples</p> <p>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#"><u>SS.912.W.1.3:</u></a>	<p>Interpret and evaluate primary and secondary sources.</p> <p>Remarks/Examples</p> <p>Examples are artifacts, images, auditory and written sources.</p>
<a href="#"><u>SS.912.W.1.4:</u></a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p>Remarks/Examples</p>

	Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
<a href="#"><u>SS.912.W.1.6:</u></a>	Evaluate the role of history in shaping identity and character. Remarks/Examples Examples are ethnic, cultural, personal, national, religious.
<a href="#"><u>SS.912.W.2.18:</u></a>	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. Remarks/Examples Examples are Magna Carta, parliament, habeas corpus.
<a href="#"><u>SS.912.W.5.4:</u></a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#"><u>SS.912.W.6.3:</u></a>	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
<a href="#"><u>SS.912.W.7.5:</u></a>	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
<a href="#"><u>SS.912.W.7.6:</u></a>	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.





# Course: International Law- 2106355

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4645.aspx>

## BASIC INFORMATION

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

system, the nation-state system, the need for laws, adversarial versus inquisitorial systems of justice, and the role and function of the international court system.

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

**Instructional Practices**

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4. Requiring students to support answers with evidence from the text.
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## STANDARDS (78)

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

MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5.1 Use appropriate tools strategically.

MACC.K12.MP.6.1 Attend to precision.

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**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

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<a href="#"><u>LACC.910.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that</li> </ol>

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<p><b><u>LACC.910.WHST.1.2:</u></b></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from</li> </ol>



	and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.910.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.910.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.1.1:</u></a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#"><u>SS.912.A.1.2:</u></a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#"><u>SS.912.A.1.3:</u></a>	Utilize timelines to identify the time sequence of historical data.

<a href="#"><u>SS.912.A.1.4:</u></a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#"><u>SS.912.A.1.5:</u></a>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. Remarks/Examples</p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#"><u>SS.912.A.1.6:</u></a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#"><u>SS.912.A.6.7:</u></a>	Describe the attempts to promote international justice through the Nuremberg Trials.
<a href="#"><u>SS.912.A.7.11:</u></a>	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. Remarks/Examples</p> <p>Examples may include, but aren't limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.2:</u></a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#"><u>SS.912.C.1.3:</u></a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

<a href="#"><u>SS.912.C.2.12:</u></a>	Explain the changing roles of television, radio, press, and Internet in political communication.
<a href="#"><u>SS.912.C.2.13:</u></a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Remarks/Examples Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.912.C.2.4:</u></a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.2.7:</u></a>	Explain why rights have limits and are not absolute. Remarks/Examples Examples are speech, search and seizure, religion, gun possession.
<a href="#"><u>SS.912.C.2.8:</u></a>	Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#"><u>SS.912.C.2.9:</u></a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Remarks/Examples

	Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
<a href="#"><u>SS.912.C.3.1:</u></a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#"><u>SS.912.C.3.10:</u></a>	Evaluate the significance and outcomes of landmark Supreme Court cases. Remarks/Examples Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
<a href="#"><u>SS.912.C.3.11:</u></a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.912.C.3.12:</u></a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
<a href="#"><u>SS.912.C.3.13:</u></a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples Examples are education, transportation, crime prevention, funding of services.
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#"><u>SS.912.C.3.15:</u></a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#"><u>SS.912.C.3.2:</u></a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#"><u>SS.912.C.3.3:</u></a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#"><u>SS.912.C.3.4:</u></a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

<p><a href="#"><u>SS.912.C.3.5:</u></a></p>	<p>Identify the impact of independent regulatory agencies in the federal bureaucracy.</p> <p>Remarks/Examples</p> <p>Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<p><a href="#"><u>SS.912.C.3.6:</u></a></p>	<p>Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.</p>
<p><a href="#"><u>SS.912.C.3.7:</u></a></p>	<p>Describe the role of judicial review in American constitutional government.</p>
<p><a href="#"><u>SS.912.C.3.8:</u></a></p>	<p>Compare the role of judges on the state and federal level with other elected officials.</p> <p>Remarks/Examples</p> <p>Examples are decisions based on the law vs. will of the majority.</p>
<p><a href="#"><u>SS.912.C.3.9:</u></a></p>	<p>Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.</p>
<p><a href="#"><u>SS.912.C.4.3:</u></a></p>	<p>Assess human rights policies of the United States and other countries.</p>
<p><a href="#"><u>SS.912.E.2.2:</u></a></p>	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p>
<p><a href="#"><u>SS.912.G.1.2:</u></a></p>	<p>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p>
<p><a href="#"><u>SS.912.G.1.4:</u></a></p>	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p>Remarks/Examples</p> <p>Examples are thematic, contour, and dot-density.</p>
<p><a href="#"><u>SS.912.G.4.1:</u></a></p>	<p>Interpret population growth and other demographic data for any given place.</p>
<p><a href="#"><u>SS.912.H.1.6:</u></a></p>	<p>Analyze how current events are explained by artistic and cultural trends of the past.</p>

<a href="#"><u>SS.912.W.1.1:</u></a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#"><u>SS.912.W.1.2:</u></a>	Compare time measurement systems used by different cultures. Remarks/Examples Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
<a href="#"><u>SS.912.W.1.3:</u></a>	Interpret and evaluate primary and secondary sources. Remarks/Examples Examples are artifacts, images, auditory and written sources.
<a href="#"><u>SS.912.W.1.4:</u></a>	Explain how historians use historical inquiry and other sciences to understand the past. Remarks/Examples Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
<a href="#"><u>SS.912.W.1.6:</u></a>	Evaluate the role of history in shaping identity and character. Remarks/Examples Examples are ethnic, cultural, personal, national, religious.
<a href="#"><u>SS.912.W.2.18:</u></a>	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. Remarks/Examples Examples are Magna Carta, parliament, habeas corpus.
<a href="#"><u>SS.912.W.5.4:</u></a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#"><u>SS.912.W.6.3:</u></a>	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
<a href="#"><u>SS.912.W.7.5:</u></a>	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
<a href="#"><u>SS.912.W.7.6:</u></a>	Analyze the restriction of individual rights and the use of mass terror

	against populations in the Soviet Union, Nazi Germany, and occupied territories.
<b><u>SS.912.W.9.3:</u></b>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p>Remarks/Examples</p> <p>Examples are prejudice, racism, stereotyping, economic competition.</p>
<b><u>SS.912.W.9.7:</u></b>	Describe the impact of and global response to international terrorism.



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# Course: Law Studies- 2106350

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## BASIC INFORMATION

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



tables, charts, and graphs.

### **Instructional Practices**

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<a href="#"><u>LACC.910.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the</li> </ul>

	<p>audience’s knowledge level and concerns.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#"><u>LACC.910.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#"><u>LACC.910.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>

	audience.
<a href="#"><u>LACC.910.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.910.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.1.1:</u></a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#"><u>SS.912.A.1.2:</u></a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#"><u>SS.912.A.1.3:</u></a>	Utilize timelines to identify the time sequence of historical data.
<a href="#"><u>SS.912.A.1.4:</u></a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#"><u>SS.912.A.1.5:</u></a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
	Remarks/Examples

	<p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fl DOE.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fl DOE.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#"><u>SS.912.A.1.6:</u></a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#"><u>SS.912.A.1.7:</u></a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<a href="#"><u>SS.912.A.2.4:</u></a>	<p>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p>
<a href="#"><u>SS.912.A.2.5:</u></a>	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.2:</u></a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#"><u>SS.912.C.1.3:</u></a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#"><u>SS.912.C.1.4:</u></a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.1:</u></a>	Evaluate the constitutional provisions establishing citizenship, and

	<p>assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</p>
<a href="#"><u>SS.912.C.2.10:</u></a>	<p>Monitor current public issues in Florida.</p> <p>Remarks/Examples</p> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<a href="#"><u>SS.912.C.2.11:</u></a>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
<a href="#"><u>SS.912.C.2.12:</u></a>	<p>Explain the changing roles of television, radio, press, and Internet in political communication.</p>
<a href="#"><u>SS.912.C.2.13:</u></a>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p>Remarks/Examples</p> <p>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#"><u>SS.912.C.2.15:</u></a>	<p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p>
<a href="#"><u>SS.912.C.2.2:</u></a>	<p>Evaluate the importance of political participation and civic participation.</p>
<a href="#"><u>SS.912.C.2.3:</u></a>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p>Remarks/Examples</p> <p>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#"><u>SS.912.C.2.4:</u></a>	<p>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p>
<a href="#"><u>SS.912.C.2.6:</u></a>	<p>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</p>
<a href="#"><u>SS.912.C.2.7:</u></a>	<p>Explain why rights have limits and are not absolute.</p> <p>Remarks/Examples</p>

	Examples are speech, search and seizure, religion, gun possession.
<a href="#"><u>SS.912.C.2.8:</u></a>	Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#"><u>SS.912.C.2.9:</u></a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Remarks/Examples Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
<a href="#"><u>SS.912.C.3.1:</u></a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#"><u>SS.912.C.3.10:</u></a>	Evaluate the significance and outcomes of landmark Supreme Court cases. Remarks/Examples Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
<a href="#"><u>SS.912.C.3.11:</u></a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.912.C.3.12:</u></a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
<a href="#"><u>SS.912.C.3.13:</u></a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples Examples are education, transportation, crime prevention, funding of services.



<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#"><u>SS.912.C.3.15:</u></a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#"><u>SS.912.C.3.2:</u></a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#"><u>SS.912.C.3.3:</u></a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#"><u>SS.912.C.3.4:</u></a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
<a href="#"><u>SS.912.C.3.5:</u></a>	Identify the impact of independent regulatory agencies in the federal bureaucracy. Remarks/Examples Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
<a href="#"><u>SS.912.C.3.6:</u></a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#"><u>SS.912.C.3.7:</u></a>	Describe the role of judicial review in American constitutional government.
<a href="#"><u>SS.912.C.3.8:</u></a>	Compare the role of judges on the state and federal level with other elected officials. Remarks/Examples Examples are decisions based on the law vs. will of the majority.
<a href="#"><u>SS.912.C.3.9:</u></a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
<a href="#"><u>SS.912.C.4.3:</u></a>	Assess human rights policies of the United States and other countries.
<a href="#"><u>SS.912.E.2.2:</u></a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#"><u>SS.912.G.1.4:</u></a>	Analyze geographic information from a variety of sources including

	<p>primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p>Remarks/Examples</p> <p>Examples are thematic, contour, and dot-density.</p>
<a href="#"><u>SS.912.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place.
<a href="#"><u>SS.912.H.1.6:</u></a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#"><u>SS.912.W.1.1:</u></a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#"><u>SS.912.W.1.2:</u></a>	<p>Compare time measurement systems used by different cultures.</p> <p>Remarks/Examples</p> <p>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#"><u>SS.912.W.1.3:</u></a>	<p>Interpret and evaluate primary and secondary sources.</p> <p>Remarks/Examples</p> <p>Examples are artifacts, images, auditory and written sources.</p>
<a href="#"><u>SS.912.W.1.4:</u></a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p>Remarks/Examples</p> <p>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#"><u>SS.912.W.1.6:</u></a>	<p>Evaluate the role of history in shaping identity and character.</p> <p>Remarks/Examples</p> <p>Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#"><u>SS.912.W.2.18:</u></a>	<p>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</p> <p>Remarks/Examples</p> <p>Examples are Magna Carta, parliament, habeas corpus.</p>

**SS.912.W.5.4:**

Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.



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# Course: Political Science- 2106340

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4643.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Political Science
<b>Course Number:</b>	2106340
<b>Course Abbreviated Title:</b>	POLI SCI
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Political Sciences</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Political Science</b> – The grade 9-12 Political Science course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their influence on American society. Content should include, but is not limited to, the types of government, the functions and purpose of government, the function of the state, exercise of power, policy making and public opinion, political control and the economy, political ideologies, civil liberties, international relations, and the evolution of political change.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p>

	<p><b>Instructional Practices</b></p> <p>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:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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## STANDARDS (85)

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

MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5.1 Use appropriate tools strategically.

MACC.K12.MP.6.1 Attend to precision.

### **Aligned Standards**

MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

<b><u>HE.912.C.2.4:</u></b>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples</p>
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	Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<a href="#"><u>LACC.910.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#"><u>LACC.910.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#"><u>LACC.910.RH.1.3:</u></a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#"><u>LACC.910.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#"><u>LACC.910.RH.2.5:</u></a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#"><u>LACC.910.RH.2.6:</u></a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#"><u>LACC.910.RH.3.7:</u></a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#"><u>LACC.910.RH.3.8:</u></a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#"><u>LACC.910.RH.3.9:</u></a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#"><u>LACC.910.RH.4.10:</u></a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#"><u>LACC.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by</p>

	<p>referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><a href="#"><u>LACC.910.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#"><u>LACC.910.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#"><u>LACC.910.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#"><u>LACC.910.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships</li> </ul>

	<p>between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p><a href="#"><u>LACC.910.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<p><a href="#"><u>LACC.910.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#"><u>LACC 910 WHST 2.5:</u></a></p>	<p>Develop and strengthen writing as needed by planning, revising,</p>



	editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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	Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#"><u>SS.912.C.2.11:</u></a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#"><u>SS.912.C.2.12:</u></a>	Explain the changing roles of television, radio, press, and Internet in political communication.
<a href="#"><u>SS.912.C.2.13:</u></a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Remarks/Examples Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
<a href="#"><u>SS.912.C.2.14:</u></a>	Evaluate the processes and results of an election at the state or federal level.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.16:</u></a>	Analyze trends in voter turnout. Remarks/Examples Examples are youth voter turnout, issue-based voting.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.912.C.2.4:</u></a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.

<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.2.7:</u></a>	Explain why rights have limits and are not absolute. Remarks/Examples Examples are speech, search and seizure, religion, gun possession.
<a href="#"><u>SS.912.C.2.8:</u></a>	Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#"><u>SS.912.C.2.9:</u></a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Remarks/Examples Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
<a href="#"><u>SS.912.C.3.1:</u></a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#"><u>SS.912.C.3.10:</u></a>	Evaluate the significance and outcomes of landmark Supreme Court cases. Remarks/Examples Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
<a href="#"><u>SS.912.C.3.11:</u></a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.912.C.3.12:</u></a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
<a href="#"><u>SS.912.C.3.13:</u></a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples

	Examples are education, transportation, crime prevention, funding of services.
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#"><u>SS.912.C.3.15:</u></a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#"><u>SS.912.C.3.2:</u></a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#"><u>SS.912.C.3.3:</u></a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#"><u>SS.912.C.3.4:</u></a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
<a href="#"><u>SS.912.C.3.5:</u></a>	Identify the impact of independent regulatory agencies in the federal bureaucracy. Remarks/Examples Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
<a href="#"><u>SS.912.C.3.6:</u></a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#"><u>SS.912.C.3.7:</u></a>	Describe the role of judicial review in American constitutional government.
<a href="#"><u>SS.912.C.3.8:</u></a>	Compare the role of judges on the state and federal level with other elected officials. Remarks/Examples Examples are decisions based on the law vs. will of the majority.
<a href="#"><u>SS.912.C.3.9:</u></a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
<a href="#"><u>SS.912.C.4.1:</u></a>	Explain how the world's nations are governed differently.
<a href="#"><u>SS.912.C.4.2:</u></a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

<a href="#"><u>SS.912.C.4.3:</u></a>	Assess human rights policies of the United States and other countries.
<a href="#"><u>SS.912.C.4.4:</u></a>	Compare indicators of democratization in multiple countries.
<a href="#"><u>SS.912.E.2.2:</u></a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#"><u>SS.912.E.2.3:</u></a>	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
<a href="#"><u>SS.912.G.1.2:</u></a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#"><u>SS.912.G.1.3:</u></a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#"><u>SS.912.G.1.4:</u></a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. Remarks/Examples Examples are thematic, contour, and dot-density.
<a href="#"><u>SS.912.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place.
<a href="#"><u>SS.912.H.1.6:</u></a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#"><u>SS.912.W.1.1:</u></a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#"><u>SS.912.W.1.2:</u></a>	Compare time measurement systems used by different cultures. Remarks/Examples Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
<a href="#"><u>SS.912.W.1.3:</u></a>	Interpret and evaluate primary and secondary sources. Remarks/Examples Examples are artifacts, images, auditory and written sources.

<b><u>SS.912.W.1.4:</u></b>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p>Remarks/Examples</p> <p>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<b><u>SS.912.W.1.6:</u></b>	<p>Evaluate the role of history in shaping identity and character.</p> <p>Remarks/Examples</p> <p>Examples are ethnic, cultural, personal, national, religious.</p>
<b><u>SS.912.W.2.18:</u></b>	<p>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</p> <p>Remarks/Examples</p> <p>Examples are Magna Carta, parliament, habeas corpus.</p>
<b><u>SS.912.W.5.4:</u></b>	<p>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</p>



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# Course: Civics- 2106330

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4634.aspx>

## BASIC INFORMATION

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



representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

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

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

The NAEP frameworks for Civics may be accessed at:

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

## **STANDARDS (93)**

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

MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5.1 Use appropriate tools strategically.

MACC.K12.MP.6.1 Attend to precision.

### **Aligned clusters**

MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

<p><a href="#"><u>HE.912.C.2.4:</u></a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p><a href="#"><u>LACC.910.RH.1.1:</u></a></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
<p><a href="#"><u>LACC.910.RH.1.2:</u></a></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
<p><a href="#"><u>LACC.910.RH.1.3:</u></a></p>	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
<p><a href="#"><u>LACC.910.RH.2.4:</u></a></p>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>
<p><a href="#"><u>LACC.910.RH.2.5:</u></a></p>	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p><a href="#"><u>LACC.910.RH.2.6:</u></a></p>	<p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
<p><a href="#"><u>LACC.910.RH.3.7:</u></a></p>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
<p><a href="#"><u>LACC.910.RH.3.8:</u></a></p>	<p>Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>
<p><a href="#"><u>LACC.910.RH.3.9:</u></a></p>	<p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
<p><a href="#"><u>LACC.910.RH.4.10:</u></a></p>	<p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>
<p><a href="#"><u>LACC.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><a href="#"><u>LACC.910.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#"><u>LACC.910.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#"><u>LACC.910.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><a href="#"><u>LACC.910.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the</li> </ul>

	<p>audience’s knowledge level and concerns.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#"><u>LACC.910.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#"><u>LACC.910.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>

	audience.
<a href="#"><u>LACC.910.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.910.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.1.1:</u></a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#"><u>SS.912.A.1.2:</u></a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#"><u>SS.912.A.1.3:</u></a>	Utilize timelines to identify the time sequence of historical data.
<a href="#"><u>SS.912.A.1.4:</u></a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#"><u>SS.912.A.1.5:</u></a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
	Remarks/Examples

	<p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#"><u>SS.912.A.1.6:</u></a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#"><u>SS.912.A.1.7:</u></a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<a href="#"><u>SS.912.A.2.4:</u></a>	<p>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p>
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.2:</u></a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#"><u>SS.912.C.1.3:</u></a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#"><u>SS.912.C.1.4:</u></a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.1:</u></a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.

<p><b><u>SS.912.C.2.10:</u></b></p>	<p>Monitor current public issues in Florida. Remarks/Examples</p> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<p><b><u>SS.912.C.2.11:</u></b></p>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
<p><b><u>SS.912.C.2.12:</u></b></p>	<p>Explain the changing roles of television, radio, press, and Internet in political communication.</p>
<p><b><u>SS.912.C.2.13:</u></b></p>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Remarks/Examples</p> <p>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<p><b><u>SS.912.C.2.14:</u></b></p>	<p>Evaluate the processes and results of an election at the state or federal level.</p>
<p><b><u>SS.912.C.2.15:</u></b></p>	<p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p>
<p><b><u>SS.912.C.2.16:</u></b></p>	<p>Analyze trends in voter turnout. Remarks/Examples</p> <p>Examples are youth voter turnout, issue-based voting.</p>
<p><b><u>SS.912.C.2.2:</u></b></p>	<p>Evaluate the importance of political participation and civic participation.</p>
<p><b><u>SS.912.C.2.3:</u></b></p>	<p>Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples</p> <p>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<p><b><u>SS.912.C.2.4:</u></b></p>	<p>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p>

<p><a href="#"><u>SS.912.C.2.5:</u></a></p>	<p>Conduct a service project to further the public good. Remarks/Examples</p> <hr/> <p>Examples are school, community, state, national, international.</p> <hr/>
<p><a href="#"><u>SS.912.C.2.6:</u></a></p>	<p>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</p>
<p><a href="#"><u>SS.912.C.2.7:</u></a></p>	<p>Explain why rights have limits and are not absolute. Remarks/Examples</p> <hr/> <p>Examples are speech, search and seizure, religion, gun possession.</p> <hr/>
<p><a href="#"><u>SS.912.C.2.8:</u></a></p>	<p>Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples</p> <hr/> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p> <hr/>
<p><a href="#"><u>SS.912.C.2.9:</u></a></p>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Remarks/Examples</p> <hr/> <p>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p> <hr/>
<p><a href="#"><u>SS.912.C.3.1:</u></a></p>	<p>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</p>
<p><a href="#"><u>SS.912.C.3.10:</u></a></p>	<p>Evaluate the significance and outcomes of landmark Supreme Court cases. Remarks/Examples</p> <hr/> <p>Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p> <hr/>
<p><a href="#"><u>SS.912.C.3.11:</u></a></p>	<p>Contrast how the Constitution safeguards and limits individual rights.</p>



<a href="#"><u>SS.912.C.3.12:</u></a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
<a href="#"><u>SS.912.C.3.13:</u></a>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p>Remarks/Examples</p> <p>Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#"><u>SS.912.C.3.15:</u></a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#"><u>SS.912.C.3.2:</u></a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#"><u>SS.912.C.3.3:</u></a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#"><u>SS.912.C.3.4:</u></a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
<a href="#"><u>SS.912.C.3.5:</u></a>	<p>Identify the impact of independent regulatory agencies in the federal bureaucracy.</p> <p>Remarks/Examples</p> <p>Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<a href="#"><u>SS.912.C.3.6:</u></a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#"><u>SS.912.C.3.7:</u></a>	Describe the role of judicial review in American constitutional government.
<a href="#"><u>SS.912.C.3.8:</u></a>	<p>Compare the role of judges on the state and federal level with other elected officials.</p> <p>Remarks/Examples</p> <p>Examples are decisions based on the law vs. will of the majority.</p>
<a href="#"><u>SS.912.C.3.9:</u></a>	Analyze the various levels and responsibilities of courts in the federal

	and state judicial system and the relationships among them.
<a href="#"><u>SS.912.C.4.1:</u></a>	Explain how the world's nations are governed differently.
<a href="#"><u>SS.912.C.4.2:</u></a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#"><u>SS.912.C.4.3:</u></a>	Assess human rights policies of the United States and other countries.
<a href="#"><u>SS.912.E.1.13:</u></a>	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
<a href="#"><u>SS.912.E.1.14:</u></a>	Compare credit, savings, and investment services available to the consumer from financial institutions.
<a href="#"><u>SS.912.E.1.3:</u></a>	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
<a href="#"><u>SS.912.E.1.4:</u></a>	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
<a href="#"><u>SS.912.E.1.6:</u></a>	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
<a href="#"><u>SS.912.E.2.1:</u></a>	Identify and explain broad economic goals. Remarks/Examples Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
<a href="#"><u>SS.912.E.2.2:</u></a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#"><u>SS.912.E.2.3:</u></a>	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
<a href="#"><u>SS.912.E.2.4:</u></a>	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls. Remarks/Examples

	Examples are shortage, surplus, other inefficiencies.
<a href="#"><u>SS.912.E.3.5:</u></a>	Compare the current United States economy with other developed and developing nations. Remarks/Examples Examples are standard of living, exchange rates, productivity, gross domestic product.
<a href="#"><u>SS.912.G.1.2:</u></a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#"><u>SS.912.G.1.3:</u></a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#"><u>SS.912.G.1.4:</u></a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. Remarks/Examples Examples are thematic, contour, and dot-density.
<a href="#"><u>SS.912.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place.
<a href="#"><u>SS.912.H.1.6:</u></a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#"><u>SS.912.W.1.1:</u></a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#"><u>SS.912.W.1.2:</u></a>	Compare time measurement systems used by different cultures. Remarks/Examples Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
<a href="#"><u>SS.912.W.1.3:</u></a>	Interpret and evaluate primary and secondary sources. Remarks/Examples Examples are artifacts, images, auditory and written sources.
<a href="#"><u>SS.912.W.1.4:</u></a>	Explain how historians use historical inquiry and other sciences to

	<p>understand the past. Remarks/Examples</p> <p>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<p><b><u>SS.912.W.1.6:</u></b></p>	<p>Evaluate the role of history in shaping identity and character. Remarks/Examples</p> <p>Examples are ethnic, cultural, personal, national, religious.</p>
<p><b><u>SS.912.W.2.18:</u></b></p>	<p>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. Remarks/Examples</p> <p>Examples are Magna Carta, parliament, habeas corpus.</p>
<p><b><u>SS.912.W.5.4:</u></b></p>	<p>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</p>



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# Course: United States Government Honors-2106320

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4611.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	United States Government Honors
<b>Course Number:</b>	2106320
<b>Course Abbreviated Title:</b>	US GOVT HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Political Sciences</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>General Notes:</b>	<p><b>United States Government</b>– The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.</p> <p><b>Honors/Advanced</b> courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and</p>

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

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

**Special Notes:**

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

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

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

	<p>lessons.</p> <ol style="list-style-type: none"> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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## STANDARDS (66)

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

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

### **Aligned Clusters**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<a href="#"><u>HE.912.C.2.4:</u></a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <hr/> <p>Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> <hr/>
<a href="#"><u>LACC.1112.RH.1.1:</u></a>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
<a href="#"><u>LACC.1112.RH.1.2:</u></a>	<p>Determine the central ideas or information of a primary or</p>

	secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#"><u>LACC.1112.RH.1.3:</u></a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#"><u>LACC.1112.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<a href="#"><u>LACC.1112.RH.2.5:</u></a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#"><u>LACC.1112.RH.2.6:</u></a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#"><u>LACC.1112.RH.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#"><u>LACC.1112.RH.3.8:</u></a>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#"><u>LACC.1112.RH.3.9:</u></a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#"><u>LACC.1112.RH.4.10:</u></a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
<a href="#"><u>SS.912.C.1.2:</u></a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#"><u>SS.912.C.1.3:</u></a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#"><u>SS.912.C.1.4:</u></a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>LACC.1112.SI.1.1:</u></a>	Initiate and participate effectively in a range of collaborative



	<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<p><a href="#"><u>LACC.1112.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><a href="#"><u>LACC.1112.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#"><u>LACC.1112.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#"><u>LACC.1112.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the</li> </ol>

	<p>significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#"><u>LACC.1112.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well</li> </ul>

	<p>as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.1112.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.1112.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#"><u>LACC.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.1112.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

<a href="#"><u>SS.912.C.2.1:</u></a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#"><u>SS.912.C.2.10:</u></a>	Monitor current public issues in Florida. Remarks/Examples Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#"><u>SS.912.C.2.11:</u></a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#"><u>SS.912.C.2.12:</u></a>	Explain the changing roles of television, radio, press, and Internet in political communication.
<a href="#"><u>SS.912.C.2.13:</u></a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Remarks/Examples Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
<a href="#"><u>SS.912.C.2.14:</u></a>	Evaluate the processes and results of an election at the state or federal level.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.16:</u></a>	Analyze trends in voter turnout. Remarks/Examples Examples are youth voter turnout, issue-based voting.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

<a href="#"><u>SS.912.C.2.4:</u></a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#"><u>SS.912.C.2.5:</u></a>	<p>Conduct a service project to further the public good.</p> <p>Remarks/Examples</p> <p>Examples are school, community, state, national, international.</p>
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.2.7:</u></a>	<p>Explain why rights have limits and are not absolute.</p> <p>Remarks/Examples</p> <p>Examples are speech, search and seizure, religion, gun possession.</p>
<a href="#"><u>SS.912.C.2.8:</u></a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p>Remarks/Examples</p> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#"><u>SS.912.C.2.9:</u></a>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p>Remarks/Examples</p> <p>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<a href="#"><u>SS.912.C.3.1:</u></a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#"><u>SS.912.C.3.10:</u></a>	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p>Remarks/Examples</p> <p>Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>

<a href="#"><u>SS.912.C.3.11:</u></a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.912.C.3.12:</u></a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
<a href="#"><u>SS.912.C.3.13:</u></a>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p>Remarks/Examples</p> <p>Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#"><u>SS.912.C.3.15:</u></a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#"><u>SS.912.C.3.2:</u></a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#"><u>SS.912.C.3.3:</u></a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#"><u>SS.912.C.3.4:</u></a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
<a href="#"><u>SS.912.C.3.5:</u></a>	<p>Identify the impact of independent regulatory agencies in the federal bureaucracy.</p> <p>Remarks/Examples</p> <p>Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<a href="#"><u>SS.912.C.3.6:</u></a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#"><u>SS.912.C.3.7:</u></a>	Describe the role of judicial review in American constitutional government.
<a href="#"><u>SS.912.C.3.8:</u></a>	<p>Compare the role of judges on the state and federal level with other elected officials.</p> <p>Remarks/Examples</p>

	Examples are decisions based on the law vs. will of the majority.
<a href="#"><u>SS.912.C.3.9:</u></a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
<a href="#"><u>SS.912.C.4.1:</u></a>	Explain how the world's nations are governed differently.
<a href="#"><u>SS.912.C.4.2:</u></a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#"><u>SS.912.C.4.3:</u></a>	Assess human rights policies of the United States and other countries.
<a href="#"><u>SS.912.C.4.4:</u></a>	Compare indicators of democratization in multiple countries.
<a href="#"><u>SS.912.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place.
<a href="#"><u>SS.912.G.5.5:</u></a>	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.



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# Course: United States Government for Credit Recovery- 2106315

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## BASIC INFORMATION

<b>Course Title:</b>	United States Government for Credit Recovery
<b>Course Number:</b>	2106315
<b>Course Abbreviated Title:</b>	US GOVT CR
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Political Sciences</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Multiple (M) - Course length can vary
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>United States Government</b>– The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical</p>



tables, charts, and graphs.

**Special Notes:**

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

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

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

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

**Instructional Practices**

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

	<ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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**STANDARDS (66)**

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

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

**Aligned Clusters**

- MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**
- MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<a href="#"><u>HE.912.C.2.4:</u></a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <hr/> <p>Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> <hr/>
<a href="#"><u>IA.CC.1112.RH.1.1:</u></a>	<p>Cite specific textual evidence to support analysis of primary and</p>

	secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#"><u>LACC.1112.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#"><u>LACC.1112.RH.1.3:</u></a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#"><u>LACC.1112.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<a href="#"><u>LACC.1112.RH.2.5:</u></a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#"><u>LACC.1112.RH.2.6:</u></a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#"><u>LACC.1112.RH.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#"><u>LACC.1112.RH.3.8:</u></a>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#"><u>LACC.1112.RH.3.9:</u></a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#"><u>LACC.1112.RH.4.10:</u></a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
<a href="#"><u>SS.912.C.1.2:</u></a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#"><u>SS.912.C.1.3:</u></a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#"><u>SS.912.C.1.4:</u></a>	Analyze and categorize the diverse viewpoints presented by the

	Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>LACC.1112.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LACC.1112.WHST.1.1:

Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

LACC.1112.WHST.1.2:

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

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and

	<p>techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.1112.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.1112.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#"><u>LACC.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.1112.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the

	political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.1:</u></a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#"><u>SS.912.C.2.10:</u></a>	Monitor current public issues in Florida. Remarks/Examples Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#"><u>SS.912.C.2.11:</u></a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#"><u>SS.912.C.2.12:</u></a>	Explain the changing roles of television, radio, press, and Internet in political communication.
<a href="#"><u>SS.912.C.2.13:</u></a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Remarks/Examples Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
<a href="#"><u>SS.912.C.2.14:</u></a>	Evaluate the processes and results of an election at the state or federal level.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.16:</u></a>	Analyze trends in voter turnout. Remarks/Examples Examples are youth voter turnout, issue-based voting.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about

	current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.912.C.2.4:</u></a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#"><u>SS.912.C.2.5:</u></a>	Conduct a service project to further the public good. Remarks/Examples Examples are school, community, state, national, international.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.2.7:</u></a>	Explain why rights have limits and are not absolute. Remarks/Examples Examples are speech, search and seizure, religion, gun possession.
<a href="#"><u>SS.912.C.2.8:</u></a>	Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#"><u>SS.912.C.2.9:</u></a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Remarks/Examples Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
<a href="#"><u>SS.912.C.3.1:</u></a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#"><u>SS.912.C.3.10:</u></a>	Evaluate the significance and outcomes of landmark Supreme Court cases. Remarks/Examples Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona,



	Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
<a href="#"><u>SS.912.C.3.11:</u></a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.912.C.3.12:</u></a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
<a href="#"><u>SS.912.C.3.13:</u></a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples
	Examples are education, transportation, crime prevention, funding of services.
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#"><u>SS.912.C.3.15:</u></a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#"><u>SS.912.C.3.2:</u></a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#"><u>SS.912.C.3.3:</u></a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#"><u>SS.912.C.3.4:</u></a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
<a href="#"><u>SS.912.C.3.5:</u></a>	Identify the impact of independent regulatory agencies in the federal bureaucracy. Remarks/Examples
	Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
<a href="#"><u>SS.912.C.3.6:</u></a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#"><u>SS.912.C.3.7:</u></a>	Describe the role of judicial review in American constitutional government.

<p><b><u>SS.912.C.3.8:</u></b></p>	<p>Compare the role of judges on the state and federal level with other elected officials. Remarks/Examples</p> <p>Examples are decisions based on the law vs. will of the majority.</p>
<p><b><u>SS.912.C.3.9:</u></b></p>	<p>Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.</p>
<p><b><u>SS.912.C.4.1:</u></b></p>	<p>Explain how the world's nations are governed differently.</p>
<p><b><u>SS.912.C.4.2:</u></b></p>	<p>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</p>
<p><b><u>SS.912.C.4.3:</u></b></p>	<p>Assess human rights policies of the United States and other countries.</p>
<p><b><u>SS.912.C.4.4:</u></b></p>	<p>Compare indicators of democratization in multiple countries.</p>
<p><b><u>SS.912.G.4.1:</u></b></p>	<p>Interpret population growth and other demographic data for any given place.</p>
<p><b><u>SS.912.G.5.5:</u></b></p>	<p>Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.</p>



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# Course: United States Government- 2106310

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## BASIC INFORMATION

<b>Course Title:</b>	United States Government
<b>Course Number:</b>	2106310
<b>Course Abbreviated Title:</b>	US GOVT
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Political Sciences</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>United States Government</b>– The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.</p> <p><b>Mathematics Benchmark Guidance</b> – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p>

**Special Notes:**

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

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

The NAEP frameworks for Civics may be accessed at

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

**Instructional Practices**

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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).

**STANDARDS (66)**

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

**Aligned Clusters**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<p><a href="#"><u>HE.912.C.2.4:</u></a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p><a href="#"><u>LACC.1112.RH.1.1:</u></a></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
<p><a href="#"><u>LACC.1112.RH.1.2:</u></a></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<p><a href="#"><u>LACC.1112.RH.1.3:</u></a></p>	<p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
<p><a href="#"><u>LACC.1112.RH.2.4:</u></a></p>	<p>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>
<p><a href="#"><u>LACC.1112.RH.2.5:</u></a></p>	<p>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>
<p><a href="#"><u>LACC.1112.RH.2.6:</u></a></p>	<p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>
<p><a href="#"><u>LACC.1112.RH.3.7:</u></a></p>	<p>Integrate and evaluate multiple sources of information presented in</p>

	diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#"><u>LACC.1112.RH.3.8:</u></a>	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#"><u>LACC.1112.RH.3.9:</u></a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#"><u>LACC.1112.RH.4.10:</u></a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
<a href="#"><u>LACC.1112.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
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<p><a href="#"><u>LACC.1112.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#"><u>LACC.1112.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<p><a href="#"><u>LACC.1112.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting</li> </ol>

	<p>(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ol>
<p><a href="#"><u>LACC.1112.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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<p><a href="#"><u>LACC.1112.WHST.2.6:</u></a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><a href="#"><u>LACC.1112.WHST.3.7:</u></a></p>	<p>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.</p>
<p><a href="#"><u>LACC.1112.WHST.3.8:</u></a></p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>



<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.1112.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.2:</u></a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#"><u>SS.912.C.1.3:</u></a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#"><u>SS.912.C.1.4:</u></a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.1:</u></a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#"><u>SS.912.C.2.10:</u></a>	Monitor current public issues in Florida.
	Remarks/Examples
	Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#"><u>SS.912.C.2.11:</u></a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#"><u>SS.912.C.2.12:</u></a>	Explain the changing roles of television, radio, press, and Internet in political communication.
<a href="#"><u>SS.912.C.2.13:</u></a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
	Remarks/Examples Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers,

	blogs, media.
<a href="#"><u>SS.912.C.2.14:</u></a>	Evaluate the processes and results of an election at the state or federal level.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.16:</u></a>	Analyze trends in voter turnout. Remarks/Examples Examples are youth voter turnout, issue-based voting.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.912.C.2.4:</u></a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#"><u>SS.912.C.2.5:</u></a>	Conduct a service project to further the public good. Remarks/Examples Examples are school, community, state, national, international.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.2.7:</u></a>	Explain why rights have limits and are not absolute. Remarks/Examples Examples are speech, search and seizure, religion, gun possession.
<a href="#"><u>SS.912.C.2.8:</u></a>	Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples

	<p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#"><u>SS.912.C.2.9:</u></a>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p>Remarks/Examples</p> <p>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<a href="#"><u>SS.912.C.3.1:</u></a>	<p>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</p>
<a href="#"><u>SS.912.C.3.10:</u></a>	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p>Remarks/Examples</p> <p>Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
<a href="#"><u>SS.912.C.3.11:</u></a>	<p>Contrast how the Constitution safeguards and limits individual rights.</p>
<a href="#"><u>SS.912.C.3.12:</u></a>	<p>Simulate the judicial decision-making process in interpreting law at the state and federal level.</p>
<a href="#"><u>SS.912.C.3.13:</u></a>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p>Remarks/Examples</p> <p>Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#"><u>SS.912.C.3.14:</u></a>	<p>Examine constitutional powers (expressed, implied, concurrent, reserved).</p>
<a href="#"><u>SS.912.C.3.15:</u></a>	<p>Examine how power and responsibility are distributed, shared, and limited by the Constitution.</p>

<a href="#"><u>SS.912.C.3.2:</u></a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#"><u>SS.912.C.3.3:</u></a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#"><u>SS.912.C.3.4:</u></a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
<a href="#"><u>SS.912.C.3.5:</u></a>	Identify the impact of independent regulatory agencies in the federal bureaucracy. Remarks/Examples Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
<a href="#"><u>SS.912.C.3.6:</u></a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#"><u>SS.912.C.3.7:</u></a>	Describe the role of judicial review in American constitutional government.
<a href="#"><u>SS.912.C.3.8:</u></a>	Compare the role of judges on the state and federal level with other elected officials. Remarks/Examples Examples are decisions based on the law vs. will of the majority.
<a href="#"><u>SS.912.C.3.9:</u></a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
<a href="#"><u>SS.912.C.4.1:</u></a>	Explain how the world's nations are governed differently.
<a href="#"><u>SS.912.C.4.2:</u></a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#"><u>SS.912.C.4.3:</u></a>	Assess human rights policies of the United States and other countries.
<a href="#"><u>SS.912.C.4.4:</u></a>	Compare indicators of democratization in multiple countries.
<a href="#"><u>SS.912.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place.
<a href="#"><u>SS.912.G.5.5:</u></a>	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.



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# Course: Philosophy Honors: Ethics- 2105355

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## BASIC INFORMATION

<b>Course Title:</b>	Philosophy Honors: Ethics
<b>Course Number:</b>	2105355
<b>Course Abbreviated Title:</b>	PHILOS HON ETHICS
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Philosophy and Religion</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The learner, building on the foundations of Philosophy Honors as a prerequisite, will explore, understand, and apply the important ethical theories in philosophy to present day issues, and will focus on the ethical theories of the great thinkers, from the ancient era through the modern era, with the purpose of providing the students with the tools necessary to analyze, critique and evaluate current issues and to formulate a personal value system with which to evaluate any present day issue. Special emphasis will be on character education.</p> <p><b>Honors/Advanced</b> 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</p>

information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

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

**Special Notes:**

**Instructional Practices**

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

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

## STANDARDS (92)

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

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

**Aligned Clusters:**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies**

<p><a href="#"><u>HE.912.C.2.7:</u></a></p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.          Remarks/Examples</p> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<p><a href="#"><u>LACC.910.RH.1.1:</u></a></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
<p><a href="#"><u>LACC.910.RH.1.2:</u></a></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
<p><a href="#"><u>LACC.910.RH.1.3:</u></a></p>	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
<p><a href="#"><u>LACC.910.RH.2.4:</u></a></p>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>
<p><a href="#"><u>LACC.910.RH.2.5:</u></a></p>	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p><a href="#"><u>LACC.910.RH.2.6:</u></a></p>	<p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
<p><a href="#"><u>LACC.910.RH.3.7:</u></a></p>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
<p><a href="#"><u>LACC.910.RH.3.8:</u></a></p>	<p>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>



<a href="#"><u>LACC.910.RH.3.9:</u></a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#"><u>LACC.910.RH.4.10:</u></a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#"><u>LACC.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**LACC.910.WHST.1.1:**

Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

**LACC.910.WHST.1.2:**

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

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

	<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.910.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.910.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.3.10:</u></a>	<p>Review different economic and philosophic ideologies.</p> <p>Remarks/Examples</p> <p>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic</p>

	examples are capitalism, socialism, communism, anarchy.
<a href="#"><u>SS.912.A.7.5:</u></a>	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights. Remarks/Examples Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.2:</u></a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#"><u>SS.912.C.1.3:</u></a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#"><u>SS.912.C.1.4:</u></a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.1:</u></a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#"><u>SS.912.C.2.10:</u></a>	Monitor current public issues in Florida. Remarks/Examples Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#"><u>SS.912.C.2.11:</u></a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#"><u>SS.912.C.2.12:</u></a>	Explain the changing roles of television, radio, press, and Internet in political communication.
<a href="#"><u>SS.912.C.2.13:</u></a>	Analyze various forms of political communication and evaluate for

	<p>bias, factual accuracy, omission, and emotional appeal.</p> <p>Remarks/Examples</p> <p>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#"><u>SS.912.C.2.14:</u></a>	Evaluate the processes and results of an election at the state or federal level.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.3:</u></a>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p>Remarks/Examples</p> <p>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#"><u>SS.912.C.2.4:</u></a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.2.7:</u></a>	<p>Explain why rights have limits and are not absolute.</p> <p>Remarks/Examples</p> <p>Examples are speech, search and seizure, religion, gun possession.</p>
<a href="#"><u>SS.912.C.2.8:</u></a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p>Remarks/Examples</p> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#"><u>SS.912.C.2.9:</u></a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

	<p>Remarks/Examples</p> <p>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<a href="#"><u>SS.912.C.3.1:</u></a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#"><u>SS.912.C.3.10:</u></a>	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p>Remarks/Examples</p> <p>Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
<a href="#"><u>SS.912.C.3.11:</u></a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.912.C.3.13:</u></a>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p>Remarks/Examples</p> <p>Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#"><u>SS.912.C.3.15:</u></a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#"><u>SS.912.C.3.2:</u></a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#"><u>SS.912.C.4.1:</u></a>	Explain how the world's nations are governed differently.
<a href="#"><u>SS.912.C.4.2:</u></a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#"><u>SS.912.C.4.3:</u></a>	Assess human rights policies of the United States and other countries.

<a href="#"><u>SS.912.G.1.1:</u></a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#"><u>SS.912.H.1.4:</u></a>	<p>Explain philosophical beliefs as they relate to works in the arts. Remarks/Examples</p> <p>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<a href="#"><u>SS.912.H.2.3:</u></a>	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
<a href="#"><u>SS.912.H.2.4:</u></a>	Examine the effects that works in the arts have on groups, individuals, and cultures.
<a href="#"><u>SS.912.H.3.2:</u></a>	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
<a href="#"><u>SS.912.W.1.1:</u></a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#"><u>SS.912.W.1.3:</u></a>	<p>Interpret and evaluate primary and secondary sources. Remarks/Examples</p> <p>Examples are artifacts, images, auditory and written sources.</p>
<a href="#"><u>SS.912.W.1.4:</u></a>	<p>Explain how historians use historical inquiry and other sciences to understand the past. Remarks/Examples</p> <p>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#"><u>SS.912.W.1.5:</u></a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#"><u>SS.912.W.1.6:</u></a>	<p>Evaluate the role of history in shaping identity and character. Remarks/Examples</p> <p>Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#"><u>SS.912.W.2.12:</u></a>	Recognize the importance of Christian monasteries and convents as

	centers of education, charitable and missionary activity, economic productivity, and political power.
<a href="#"><u>SS.912.W.2.13:</u></a>	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
<a href="#"><u>SS.912.W.2.16:</u></a>	Trace the growth and development of a national identity in the countries of England, France, and Spain.
<a href="#"><u>SS.912.W.2.17:</u></a>	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. Remarks/Examples Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
<a href="#"><u>SS.912.W.3.1:</u></a>	Discuss significant people and beliefs associated with Islam. Remarks/Examples Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
<a href="#"><u>SS.912.W.3.2:</u></a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#"><u>SS.912.W.3.5:</u></a>	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. Remarks/Examples Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.
<a href="#"><u>SS.912.W.4.10:</u></a>	Identify the major contributions of individuals associated with the Scientific Revolution. Remarks/Examples Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.
<a href="#"><u>SS.912.W.4.14:</u></a>	Recognize the practice of slavery and other forms of forced labor



	experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
<a href="#"><u>SS.912.W.4.5:</u></a>	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
<a href="#"><u>SS.912.W.4.7:</u></a>	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
<a href="#"><u>SS.912.W.4.8:</u></a>	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe. Remarks/Examples Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.
<a href="#"><u>SS.912.W.4.9:</u></a>	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation. Remarks/Examples Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.
<a href="#"><u>SS.912.W.5.2:</u></a>	Identify major causes of the Enlightenment. Remarks/Examples Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
<a href="#"><u>SS.912.W.5.3:</u></a>	Summarize the major ideas of Enlightenment philosophers.
<a href="#"><u>SS.912.W.5.5:</u></a>	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
<a href="#"><u>SS.912.W.6.3:</u></a>	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
<a href="#"><u>SS.912.W.6.6:</u></a>	Analyze the causes and effects of imperialism. Remarks/Examples Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence)

<a href="#"><u>SS.912.W.7.10:</u></a>	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
<a href="#"><u>SS.912.W.8.10:</u></a>	<p>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</p> <p>Remarks/Examples</p> <p>Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p>
<a href="#"><u>SS.912.W.8.6:</u></a>	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
<a href="#"><u>SS.912.W.8.8:</u></a>	<p>Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</p> <p>Remarks/Examples</p> <p>Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.</p>
<a href="#"><u>SS.912.W.8.9:</u></a>	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
<a href="#"><u>SS.912.W.9.1:</u></a>	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p> <p>Remarks/Examples</p> <p>Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>
<a href="#"><u>SS.912.W.9.3:</u></a>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p>Remarks/Examples</p> <p>Examples are prejudice, racism, stereotyping, economic competition.</p>

<b><u>SS.912.W.9.4:</u></b>	Describe the causes and effects of twentieth century nationalist conflicts. Remarks/Examples Examples are Cyprus, Kashmir, Tibet, Northern Ireland.
<b><u>SS.912.W.9.7:</u></b>	Describe the impact of and global response to international terrorism.



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# Course: Ethics- 2105350

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## BASIC INFORMATION

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

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).

## **STANDARDS (67)**

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

MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5.1 Use appropriate tools strategically.

MACC.K12.MP.6.1 Attend to precision.

### **Aligned Clusters:**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<p><b><u>HE.912.C.2.7:</u></b></p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors. Remarks/Examples</p> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<p><b><u>LACC.910.RH.1.1:</u></b></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
<p><b><u>LACC.910.RH.1.2:</u></b></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
<p><b><u>LACC.910.RH.1.3:</u></b></p>	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
<p><b><u>LACC.910.RH.2.4:</u></b></p>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>
<p><b><u>LACC.910.RH.2.5:</u></b></p>	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p><b><u>LACC.910.RH.2.6:</u></b></p>	<p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
<p><b><u>LACC.910.RH.3.7:</u></b></p>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
<p><b><u>LACC.910.RH.3.8:</u></b></p>	<p>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>
<p><b><u>LACC.910.RH.3.9:</u></b></p>	<p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
<p><b><u>LACC.910.RH.4.10:</u></b></p>	<p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>
<p><b><u>LACC.910.SL.1.1:</u></b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the</li> </ul>

	<p>audience’s knowledge level and concerns.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#"><u>LACC.910.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#"><u>LACC.910.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>



	audience.
<a href="#"><u>SS.912.W.1.1:</u></a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#"><u>LACC.910.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.910.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.1.1:</u></a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#"><u>SS.912.A.1.2:</u></a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#"><u>SS.912.A.1.3:</u></a>	Utilize timelines to identify the time sequence of historical data.
<a href="#"><u>SS.912.A.1.4:</u></a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

<p><b><u>SS.912.A.1.5:</u></b></p>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. Remarks/Examples</p> <hr/> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p> <hr/>
<p><b><u>SS.912.A.1.6:</u></b></p>	<p>Use case studies to explore social, political, legal, and economic relationships in history.</p>
<p><b><u>SS.912.A.1.7:</u></b></p>	<p>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</p>
<p><b><u>SS.912.A.3.10:</u></b></p>	<p>Review different economic and philosophic ideologies. Remarks/Examples</p> <hr/> <p>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p> <hr/>
<p><b><u>SS.912.A.6.11:</u></b></p>	<p>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.</p>
<p><b><u>SS.912.C.2.10:</u></b></p>	<p>Monitor current public issues in Florida. Remarks/Examples</p> <hr/> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p> <hr/>
<p><b><u>SS.912.C.2.11:</u></b></p>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
<p><b><u>SS.912.C.2.13:</u></b></p>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Remarks/Examples</p> <hr/> <p>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p> <hr/>

<a href="#"><u>SS.912.C.2.4:</u></a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#"><u>SS.912.C.2.9:</u></a>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p>Remarks/Examples</p> <p>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<a href="#"><u>SS.912.C.3.10:</u></a>	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p>Remarks/Examples</p> <p>Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
<a href="#"><u>SS.912.C.4.2:</u></a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#"><u>SS.912.C.4.3:</u></a>	Assess human rights policies of the United States and other countries.
<a href="#"><u>SS.912.G.2.3:</u></a>	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <p>Remarks/Examples</p> <p>Examples are desertification, global warming, cataclysmic natural disasters.</p>
<a href="#"><u>SS.912.H.1.4:</u></a>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p>Remarks/Examples</p> <p>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<a href="#"><u>SS.912.H.2.3:</u></a>	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of

	symbolism within art forms and their philosophical implications.
<a href="#"><u>SS.912.H.3.1:</u></a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
<a href="#"><u>SS.912.H.3.2:</u></a>	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
<a href="#"><u>SS.912.W.1.2:</u></a>	Compare time measurement systems used by different cultures. Remarks/Examples Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
<a href="#"><u>SS.912.W.1.3:</u></a>	Interpret and evaluate primary and secondary sources. Remarks/Examples Examples are artifacts, images, auditory and written sources.
<a href="#"><u>SS.912.W.1.4:</u></a>	Explain how historians use historical inquiry and other sciences to understand the past. Remarks/Examples Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
<a href="#"><u>SS.912.W.1.5:</u></a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#"><u>SS.912.W.1.6:</u></a>	Evaluate the role of history in shaping identity and character. Remarks/Examples Examples are ethnic, cultural, personal, national, religious.
<a href="#"><u>SS.912.W.2.13:</u></a>	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
<a href="#"><u>SS.912.W.2.20:</u></a>	Summarize the major cultural, economic, political, and religious developments in medieval Japan. Remarks/Examples Examples arePillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.

<a href="#"><u>SS.912.W.2.22:</u></a>	Describe Japan's cultural and economic relationship to China and Korea.
<a href="#"><u>SS.912.W.3.1:</u></a>	Discuss significant people and beliefs associated with Islam. Remarks/Examples Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
<a href="#"><u>SS.912.W.3.2:</u></a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#"><u>SS.912.W.3.4:</u></a>	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
<a href="#"><u>SS.912.W.4.14:</u></a>	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
<a href="#"><u>SS.912.W.5.2:</u></a>	Identify major causes of the Enlightenment. Remarks/Examples Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
<a href="#"><u>SS.912.W.5.3:</u></a>	Summarize the major ideas of Enlightenment philosophers.
<a href="#"><u>SS.912.W.5.4:</u></a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#"><u>SS.912.W.6.4:</u></a>	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America. Remarks/Examples Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
<a href="#"><u>SS.912.W.7.10:</u></a>	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
<a href="#"><u>SS.912.W.8.6:</u></a>	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political

	conflicts between Israel and the Arab-Muslim world.
<b><u>SS.912.W.9.3:</u></b>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p>Remarks/Examples</p> <p>Examples are prejudice, racism, stereotyping, economic competition.</p>
<b><u>SS.912.W.9.7:</u></b>	Describe the impact of and global response to international terrorism.



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	<p>with a 15 year fixed rate loan at 5.65% if the mortgagor pays a \$25,000 down payment; 2 points; 1% origination fee; maximum brokerage fee on a net loan; and State Documentary Stamps on the deed at a tax rate of \$.70 per \$100, the mortgage note at a tax rate of \$.35 per \$100, a and Intangible Tax at a rate of .002.</p>
<p><a href="#"><u>MA.912.F.3.14:</u></a></p>	<p>Compare the total cost for a set purchase price using a fixed rate, adjustable rate, and a balloon mortgage.</p> <p>Remarks/Examples</p> <p>Example: Find the total cost for a \$225,000 mortgage for the following options:</p> <p>a) 30 year fixed rate mortgage with a rate of 6.35 %  b) 3/1 ARM with a rate of 6.75% with a maximum adjustment of 2 points per year with a cap of 6 points for 30 years  c) 10 year balloon mortgage with a 30 year amortization schedule with a rate of 5.5%</p> <p>Next describe the benefits and detriments of each mortgage option.</p>
<p><a href="#"><u>MA.912.F.3.2:</u></a></p>	<p>Analyze credit scores and reports.</p> <p>Remarks/Examples</p> <p>Example: Explain how each of the following categories affects a credit score: 1) past payment history, 2) amount of debt, 3) public records information, 4) length of credit history, and 5) the number of recent credit inquiries.</p>
<p><a href="#"><u>MA.912.F.3.3:</u></a></p>	<p>Calculate the finance charges and total amount due on a credit card bill.</p> <p>Remarks/Examples</p> <p>Example: Calculate the finance charge each month and the total amount paid for 5 months if you charged \$500 on your credit card but you can only afford to pay \$100 each month. Your credit card has a monthly periodic finance rate of .688% and an annual finance rate of 8.9%.</p>
<p><a href="#"><u>MA.912.F.3.4:</u></a></p>	<p>Compare the advantages and disadvantages of deferred payments.</p> <p>Remarks/Examples</p>

	<p>Example: Compare paying on a college loan between a Stafford loan or a PLUS loan two years after graduation</p>
<p><a href="#"><u>MA.912.F.3.5:</u></a></p>	<p>Calculate deferred payments. Remarks/Examples</p> <p>Example: You want to buy a sofa that cost \$899. Company A will let you pay \$100 down and then pay the remaining amount over 3 years at 22% interest. Company B will not make you pay a down payment and they will defer payments for one year. However, you will accrue interest at a rate of 20 % interest during that first year. Starting the second year you will have to pay the new amount for 2 years at a rate of 26 % interest. Which deal is better and why? Calculate the total amount paid for both deals. Example: An electronics company advertises that you don't have to pay anything for 2 years. If you bought a big screen TV for \$2999 on January 1st what would your balance be two years later if you haven't made any payments assuming an interest rate of 23.99%? What would your monthly payments be to pay the TV off in 2 years? What did the TV really cost you?</p>
<p><a href="#"><u>MA.912.F.3.6:</u></a></p>	<p>Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees. Remarks/Examples</p> <p>Example: Find the actual cost of a car and interest charged with a showroom price of \$15,999, down payment of \$1,600, rate of interest of 12%, and 30 monthly payments.</p>
<p><a href="#"><u>MA.912.F.3.9:</u></a></p>	<p>Calculate the total amount to be paid over the life of a fixed rate loan. Remarks/Examples</p> <p>Example: Calculate the total amount to be paid for a \$275,000 loan at 5.75% interest over 30 years</p>
<p><a href="#"><u>MA.912.F.4.1:</u></a></p>	<p>Develop personal budgets that fit within various income brackets. Remarks/Examples</p> <p>Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly</p>



	<p>income needed, before taxes, to meet the requirements of your budget.</p>
<a href="#"><u>MA.912.F.4.10:</u></a>	Analyze diversification in investments.
<a href="#"><u>MA.912.F.4.11:</u></a>	<p>Purchase stock with a set amount of money, and follow the process through gains, losses, and selling.</p> <p>Remarks/Examples</p> <p>Example: At the beginning of the year, Mary invests \$3000, buying \$1500 of Stock A at \$30 per share, \$1000 of Stock B at \$40 per share, and putting \$500 in a money market account paying 5% interest. At the end of the year, stock A is priced at \$34 per share, and stock B is priced at \$38 per share. What is the overall rate of return for the year on Mary's investments?</p>
<a href="#"><u>MA.912.F.4.12:</u></a>	<p>Compare and contrast income from purchase of common stock, preferred stock, and bonds.</p> <p>Remarks/Examples</p> <p>Example: Explain the difference between common and preferred stock. What are some reasons people might choose common stock over preferred stock? Which type of stock is more prevalent in the market today?</p> <p>Example: Compare corporate bonds, government bonds, and common stock as investments with respect to the following attributes: rates of return, price risk, default risk, and taxability of earnings</p>
<a href="#"><u>MA.912.F.4.13:</u></a>	<p>Given current exchange rates be able to convert from one form of currency to another.</p> <p>Remarks/Examples</p> <p>Example: Suppose you are traveling in Europe, and while there you withdraw 150 Euros to pay for expenses. If the exchange rate at the time was \$1.27 per Euro, how much money (in dollars) was charged to your bank account?</p>
<a href="#"><u>MA.912.F.4.14:</u></a>	Use data to compare historical rates of return on investments with investment claims to make informed decisions and identify potential fraud.

<p><a href="#"><u>MA.912.F.4.2:</u></a></p>	<p>Explain cash management strategies including debit accounts, checking accounts, and savings accounts.</p> <p>Remarks/Examples</p> <p>Example: Explain the difference between a checking account and a savings account. Why might you want to have both types of accounts? Why might you want to have only one or the other type? Why is it rare to find someone who has a savings account but no checking account?</p>
<p><a href="#"><u>MA.912.F.4.3:</u></a></p>	<p>Calculate net worth.</p> <p>Remarks/Examples</p> <p>Example: Jose is trying to prepare a balance sheet for the end of the year. His balances and details for the year are given in the table below. Write a balance sheet of Jose's liabilities and assets, and compute his net worth.</p>
<p><a href="#"><u>MA.912.F.4.4:</u></a></p>	<p>Establish a plan to pay off debt.</p> <p>Remarks/Examples</p> <p>Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p>
<p><a href="#"><u>MA.912.F.4.5:</u></a></p>	<p>Develop and apply a variety of strategies to use tax tables, and to determine, calculate, and complete yearly federal income tax.</p> <p>Remarks/Examples</p> <p>Example: Suppose that Joe had income of \$40,000 in 2005, and had various deductions totaling \$6,240. If Joe filed as a single person, how much income tax did he have to pay that year?</p>
<p><a href="#"><u>MA.912.F.4.6:</u></a></p>	<p>Compare different insurance options and fees.</p>
<p><a href="#"><u>MA.912.F.4.7:</u></a></p>	<p>Compare and contrast the role of insurance as a device to mitigate risk and calculate expenses of various options.</p> <p>Remarks/Examples</p> <p>Example: Explain why a person might choose to buy life insurance. Are there any circumstances under which one might not want life insurance?</p>

<p><a href="#"><u>MA.912.F.4.8:</u></a></p>	<p>Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.</p> <p>Remarks/Examples</p> <p>Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.</p>
<p><a href="#"><u>MA.912.F.4.9:</u></a></p>	<p>Calculate, compare, and contrast different types of retirement plans, including IRAs, ROTH accounts, and annuities.</p> <p>Remarks/Examples</p> <p>Example: Suppose you put \$5000 per year into an IRA for 40 years. If the account pays 6% per year interest, how much would you have at the end of the 40 years? If, at that time, you are in the 15% income tax bracket, how much would this be after taxes?</p> <p>Suppose that, instead, you paid the tax each year on the \$5000 at your current rate of 28% and put the remaining funds in a ROTH account paying 6% interest. How much would you then have after 40 years?</p> <p>Which appears to be the better option? What are some of the risks of deferring tax payments until retirement?</p> <p>Example: Explain the difference between an Individual Retirement Account (IRA) and a ROTH account.</p> <p>Why might somebody choose to put retirement funds in a ROTH account rather than an IRA?</p>
<p><a href="#"><u>SS.912.E.1.1:</u></a></p>	<p>Identify the factors of production and why they are necessary for the production of goods and services.</p> <p>Remarks/Examples</p> <p>Examples are land, labor, capital, entrepreneurship.</p>
<p><a href="#"><u>SS.912.E.1.10:</u></a></p>	<p>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</p>

<a href="#"><u>SS.912.E.1.11:</u></a>	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
<a href="#"><u>SS.912.E.1.12:</u></a>	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
<a href="#"><u>SS.912.E.1.13:</u></a>	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
<a href="#"><u>SS.912.E.1.14:</u></a>	Compare credit, savings, and investment services available to the consumer from financial institutions.
<a href="#"><u>SS.912.E.1.15:</u></a>	Describe the risk and return profiles of various investment vehicles and the importance of diversification. Remarks/Examples Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.
<a href="#"><u>SS.912.E.1.16:</u></a>	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. Remarks/Examples Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.
<a href="#"><u>SS.912.E.1.2:</u></a>	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
<a href="#"><u>SS.912.E.1.3:</u></a>	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
<a href="#"><u>SS.912.E.1.4:</u></a>	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause

	changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
<a href="#"><u>SS.912.E.1.5:</u></a>	Compare different forms of business organizations. Remarks/Examples Examples are sole proprietorship, partnership, corporation, limited liability corporation.
<a href="#"><u>SS.912.E.1.6:</u></a>	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
<a href="#"><u>SS.912.E.1.7:</u></a>	Graph and explain how firms determine price and output through marginal cost analysis.
<a href="#"><u>SS.912.E.1.8:</u></a>	Explain ways firms engage in price and nonprice competition.
<a href="#"><u>SS.912.E.1.9:</u></a>	Describe how the earnings of workers are determined. Remarks/Examples Examples are minimum wage, the market value of the product produced, workers' productivity.
<a href="#"><u>SS.912.E.2.1:</u></a>	Identify and explain broad economic goals. Remarks/Examples Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
<a href="#"><u>SS.912.E.2.10:</u></a>	Describe the organization and functions of the Federal Reserve System.
<a href="#"><u>SS.912.E.2.11:</u></a>	Assess the economic impact of negative and positive externalities on the local, state, and national environment. Remarks/Examples Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
<a href="#"><u>SS.912.E.2.12:</u></a>	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
<a href="#"><u>SS.912.F.2.2:</u></a>	Use a decision-making model to analyze a public policy issue

	affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#"><u>SS.912.E.2.3:</u></a>	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
<a href="#"><u>SS.912.E.2.4:</u></a>	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls. Remarks/Examples Examples are shortage, surplus, other inefficiencies.
<a href="#"><u>SS.912.E.2.5:</u></a>	Analyze how capital investments may impact productivity and economic growth. Remarks/Examples Examples are factories, machinery, technology, people.
<a href="#"><u>SS.912.E.2.6:</u></a>	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. Remarks/Examples Examples are electric, water, cable, waste management.
<a href="#"><u>SS.912.E.2.7:</u></a>	Identify the impact of inflation on society.
<a href="#"><u>SS.912.E.2.8:</u></a>	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). Remarks/Examples Examples are income, sales, social security.
<a href="#"><u>SS.912.E.2.9:</u></a>	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
<a href="#"><u>SS.912.E.3.1:</u></a>	Demonstrate the impact of inflation on world economies. Remarks/Examples Examples are oil prices, 1973 oil crisis, Great Depression, World War II.
<a href="#"><u>SS.912.F.3.2:</u></a>	Examine absolute and comparative advantage, and explain why

	most trade occurs because of comparative advantage.
<a href="#"><u>SS.912.E.3.3:</u></a>	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones. Remarks/Examples Examples are NAFTA, CAFTA. Examples are quotas, tariffs.
<a href="#"><u>SS.912.E.3.4:</u></a>	Assess the economic impact of negative and positive externalities on the international environment. Remarks/Examples Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
<a href="#"><u>SS.912.E.3.5:</u></a>	Compare the current United States economy with other developed and developing nations. Remarks/Examples Examples are standard of living, exchange rates, productivity, gross domestic product.
<a href="#"><u>SS.912.E.3.6:</u></a>	Differentiate and draw conclusions about historical economic thought theorized by economists. Remarks/Examples Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.
<a href="#"><u>SS.912.G.2.2:</u></a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#"><u>SS.912.G.3.3:</u></a>	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
<a href="#"><u>SS.912.G.4.4:</u></a>	Use geographic terms and tools to analyze case studies of issues in globalization. Remarks/Examples Examples are cultural imperialism, outsourcing.

## RELATED GLOSSARY TERM DEFINITIONS (11)

<b>Attribute:</b>	A quality or characteristic, such as color, thickness, size, and shape.
<b>Compound Interest:</b>	A method of computing interest in which interest is computed from the up-to-date balance. That is, interest is earned on the interest and not just on original balance.
<b>Difference:</b>	A number that is the result of subtraction
<b>Length:</b>	A one-dimensional measure that is the measurable property of line segments.
<b>Net:</b>	A two-dimensional diagram that can be folded or made into a three-dimensional figure.
<b>Percent:</b>	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
<b>Point:</b>	A specific location in space that has no discernable length or width.
<b>Rate:</b>	A ratio that compares two quantities of different units.
<b>Set:</b>	A set is a finite or infinite collection of distinct objects in which order has no significance.
<b>Similarity:</b>	A term describing figures that are the same shape but are not necessarily the same size or in the same position.
<b>Table:</b>	A data display that organizes information about a topic into categories using rows and columns.





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# Course: World Cultural Geography- 2103300

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## BASIC INFORMATION

<b>Course Title:</b>	World Cultural Geography
<b>Course Number:</b>	2103300
<b>Course Abbreviated Title:</b>	WORLD CLTRL GEOG
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Geography</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<b>World Cultural Geography</b> – The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

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

**Instructional Practices**

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

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

**STANDARDS (81)**

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

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

**MACC.912.S-ID Interpreting Categorical and Quantitative Data**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

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

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<a href="#"><u>HE.912.C.2.4:</u></a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Remarks/Examples Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<a href="#"><u>LACC.910.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#"><u>LACC.910.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#"><u>LACC.910.RH.1.3:</u></a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#"><u>LACC.910.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#"><u>LACC.910.RH.2.5:</u></a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#"><u>LACC.910.RH.2.6:</u></a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#"><u>LACC.910.RH.3.7:</u></a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#"><u>LACC.910.RH.3.8:</u></a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#"><u>LACC.910.RH.3.9:</u></a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#"><u>LACC.910.RH.4.10:</u></a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#"><u>LACC.910.SI.1.1:</u></a>	Initiate and participate effectively in a range of collaborative

	<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><a href="#"><u>LACC.910.SL.1.1a:</u></a></p>	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
<p><a href="#"><u>LACC.910.SL.1.1b:</u></a></p>	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>
<p><a href="#"><u>LACC.910.SL.1.1c:</u></a></p>	<p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
<p><a href="#"><u>LACC.910.SL.1.1d:</u></a></p>	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>

<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.WHST.1.1:</u></a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#"><u>LACC.910.WHST.1.1a:</u></a>	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
<a href="#"><u>LACC.910.WHST.1.1b:</u></a>	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and

	concerns.
<a href="#"><u>LACC.910.WHST.1.1c:</u></a>	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
<a href="#"><u>LACC.910.WHST.1.1d:</u></a>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<a href="#"><u>LACC.910.WHST.1.1e:</u></a>	Provide a concluding statement or section that follows from or supports the argument presented.
<a href="#"><u>LACC.910.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
<a href="#"><u>LACC.910.WHST.1.2a:</u></a>	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting

	(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
<a href="#"><u>LACC.910.WHST.1.2b:</u></a>	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<a href="#"><u>LACC.910.WHST.1.2c:</u></a>	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
<a href="#"><u>LACC.910.WHST.1.2d:</u></a>	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
<a href="#"><u>LACC.910.WHST.1.2e:</u></a>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<a href="#"><u>LACC.910.WHST.1.2f:</u></a>	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.910.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of



	ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.910.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.1.1:</u></a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#"><u>SS.912.A.1.2:</u></a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#"><u>SS.912.A.1.3:</u></a>	Utilize timelines to identify the time sequence of historical data.
<a href="#"><u>SS.912.A.1.4:</u></a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#"><u>SS.912.A.1.5:</u></a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. Remarks/Examples  Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
<a href="#"><u>SS.912.A.1.6:</u></a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#"><u>SS.912.C.4.1:</u></a>	Explain how the world's nations are governed differently.
<a href="#"><u>SS.912.C.4.2:</u></a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#"><u>SS.912.C.4.3:</u></a>	Assess human rights policies of the United States and other countries.
<a href="#"><u>SS.912.G.1.1:</u></a>	Design maps using a variety of technologies based on descriptive

	data to explain physical and cultural attributes of major world regions.
<a href="#"><u>SS.912.G.1.2:</u></a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#"><u>SS.912.G.1.3:</u></a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#"><u>SS.912.G.1.4:</u></a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. Remarks/Examples Examples are thematic, contour, and dot-density.
<a href="#"><u>SS.912.G.2.1:</u></a>	Identify the physical characteristics and the human characteristics that define and differentiate regions.  Remarks/Examples Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
<a href="#"><u>SS.912.G.2.2:</u></a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#"><u>SS.912.G.2.3:</u></a>	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. Remarks/Examples Examples are desertification, global warming, cataclysmic natural disasters.
<a href="#"><u>SS.912.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place.
<a href="#"><u>SS.912.G.4.2:</u></a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#"><u>SS.912.G.4.3:</u></a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

<a href="#"><u>SS.912.G.4.7:</u></a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#"><u>SS.912.G.4.9:</u></a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#"><u>SS.912.H.1.4:</u></a>	<p>Explain philosophical beliefs as they relate to works in the arts. Remarks/Examples</p> <p>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<a href="#"><u>SS.912.H.3.1:</u></a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
<a href="#"><u>SS.912.W.1.1:</u></a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#"><u>SS.912.W.1.2:</u></a>	<p>Compare time measurement systems used by different cultures. Remarks/Examples</p> <p>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#"><u>SS.912.W.1.3:</u></a>	<p>Interpret and evaluate primary and secondary sources. Remarks/Examples</p> <p>Examples are artifacts, images, auditory and written sources.</p>
<a href="#"><u>SS.912.W.1.4:</u></a>	<p>Explain how historians use historical inquiry and other sciences to understand the past. Remarks/Examples</p> <p>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#"><u>SS.912.W.1.5:</u></a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#"><u>SS.912.W.1.6:</u></a>	<p>Evaluate the role of history in shaping identity and character. Remarks/Examples</p> <p>Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#"><u>SS.912.W.2.13:</u></a>	Explain how Western civilization arose from a synthesis of classical

	Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
<a href="#"><u>SS.912.W.2.16:</u></a>	Trace the growth and development of a national identity in the countries of England, France, and Spain.
<a href="#"><u>SS.912.W.2.19:</u></a>	Describe the impact of Japan's physiography on its economic and political development.
<a href="#"><u>SS.912.W.2.20:</u></a>	Summarize the major cultural, economic, political, and religious developments in medieval Japan. Remarks/Examples
	Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
<a href="#"><u>SS.912.W.2.22:</u></a>	Describe Japan's cultural and economic relationship to China and Korea.
<a href="#"><u>SS.912.W.3.1:</u></a>	Discuss significant people and beliefs associated with Islam. Remarks/Examples
	Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
<a href="#"><u>SS.912.W.3.13:</u></a>	Compare economic, political, and social developments in East, West, and South Africa.
<a href="#"><u>SS.912.W.3.18:</u></a>	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America. Remarks/Examples
	Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.
<a href="#"><u>SS.912.W.3.2:</u></a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#"><u>SS.912.W.9.2:</u></a>	Describe the causes and effects of post-World War II economic and demographic changes. Remarks/Examples
	Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods,

	rise in expectations for standards of living.
<a href="#"><u>SS.912.W.9.3:</u></a>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p>Remarks/Examples</p> <p>Examples are prejudice, racism, stereotyping, economic competition.</p>
<a href="#"><u>SS.912.W.9.4:</u></a>	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p>Remarks/Examples</p> <p>Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
<a href="#"><u>SS.912.W.9.5:</u></a>	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.



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

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## BASIC INFORMATION

<b>Course Title:</b>	The American Economic Experience: Scarcity and Choice Honors
<b>Course Number:</b>	2102390
<b>Course Abbreviated Title:</b>	AMER ECON EXP HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Economics</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>General Notes:</b>	<b>The American Economic Experience: Scarcity and Choice</b> - The grade 9-12 The American Economic Experience: Scarcity and Choice consists of the following content area strands: American History, World History, Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of economics in the American system. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the development of a market economy, the American mixed-market system, the global market and economy, major economic theories, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, personal finance, financial and investment markets, and the business cycle.

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

#### **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).

## STANDARDS (63)

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

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

### **MACC.912.N-Q.1 Reason quantitatively and use units to solve problems**

#### **MACC.912.S-ID Interpreting Categorical and Quantitative Data**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

#### **MACC.912.S-IC Making Inferences and Justifying Conclusions**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<a href="#"><u>HE.912.C.2.4:</u></a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Remarks/Examples Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<a href="#"><u>LACC.1112.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#"><u>LACC.1112.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#"><u>LACC.1112.RH.1.3:</u></a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.



<a href="#"><u>LACC.1112.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<a href="#"><u>LACC.1112.RH.2.5:</u></a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#"><u>LACC.1112.RH.2.6:</u></a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#"><u>LACC.1112.RH.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#"><u>LACC.1112.RH.3.8:</u></a>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#"><u>LACC.1112.RH.3.9:</u></a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#"><u>LACC.1112.RH.4.10:</u></a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
<a href="#"><u>SS.912.E.1.1:</u></a>	Identify the factors of production and why they are necessary for the production of goods and services. Remarks/Examples Examples are land, labor, capital, entrepreneurship.
<a href="#"><u>SS.912.E.1.10:</u></a>	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
<a href="#"><u>SS.912.E.1.11:</u></a>	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
<a href="#"><u>SS.912.E.1.12:</u></a>	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
<a href="#"><u>LACC.1112.SL.1.1:</u></a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on

	<p>others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<p><a href="#"><u>LACC.1112.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><a href="#"><u>LACC.1112.SL.1.3:</u></a></p>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#"><u>LACC.1112.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#"><u>LACC.1112.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that</li> </ol>

	<p>logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#"><u>LACC.1112.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from</li> </ul>

	and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.1112.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.1112.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#"><u>LACC.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.1112.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.5.11:</u></a>	Examine causes, course, and consequences of the Great Depression and the New Deal.
<a href="#"><u>SS.912.E.1.13:</u></a>	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
<a href="#"><u>SS.912.E.1.14:</u></a>	Compare credit, savings, and investment services available to the consumer from financial institutions.
<a href="#"><u>SS.912.F.1.15:</u></a>	Describe the risk and return profiles of various investment vehicles

	<p>and the importance of diversification.</p> <p>Remarks/Examples</p> <p>Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</p>
<a href="#"><u>SS.912.E.1.16:</u></a>	<p>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</p> <p>Remarks/Examples</p> <p>Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel.</p> <p>Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions.</p> <p>Examples of a credit plan are interest rates, credit scores, payment plan.</p>
<a href="#"><u>SS.912.E.1.2:</u></a>	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
<a href="#"><u>SS.912.E.1.3:</u></a>	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
<a href="#"><u>SS.912.E.1.4:</u></a>	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
<a href="#"><u>SS.912.E.1.5:</u></a>	<p>Compare different forms of business organizations.</p> <p>Remarks/Examples</p> <p>Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p>
<a href="#"><u>SS.912.E.1.6:</u></a>	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).

<a href="#"><u>SS.912.E.1.7:</u></a>	Graph and explain how firms determine price and output through marginal cost analysis.
<a href="#"><u>SS.912.E.1.8:</u></a>	Explain ways firms engage in price and nonprice competition.
<a href="#"><u>SS.912.E.1.9:</u></a>	Describe how the earnings of workers are determined. Remarks/Examples Examples are minimum wage, the market value of the product produced, workers' productivity.
<a href="#"><u>SS.912.E.2.1:</u></a>	Identify and explain broad economic goals. Remarks/Examples Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
<a href="#"><u>SS.912.E.2.10:</u></a>	Describe the organization and functions of the Federal Reserve System.
<a href="#"><u>SS.912.E.2.11:</u></a>	Assess the economic impact of negative and positive externalities on the local, state, and national environment. Remarks/Examples Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
<a href="#"><u>SS.912.E.2.12:</u></a>	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
<a href="#"><u>SS.912.E.2.2:</u></a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#"><u>SS.912.E.2.3:</u></a>	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
<a href="#"><u>SS.912.E.2.4:</u></a>	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls. Remarks/Examples Examples are shortage, surplus, other inefficiencies.

<a href="#"><u>SS.912.E.2.5:</u></a>	Analyze how capital investments may impact productivity and economic growth. Remarks/Examples Examples are factories, machinery, technology, people.
<a href="#"><u>SS.912.E.2.6:</u></a>	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. Remarks/Examples Examples are electric, water, cable, waste management.
<a href="#"><u>SS.912.E.2.7:</u></a>	Identify the impact of inflation on society.
<a href="#"><u>SS.912.E.2.8:</u></a>	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). Remarks/Examples Examples are income, sales, social security.
<a href="#"><u>SS.912.E.2.9:</u></a>	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
<a href="#"><u>SS.912.E.3.1:</u></a>	Demonstrate the impact of inflation on world economies. Remarks/Examples Examples are oil prices, 1973 oil crisis, Great Depression, World War II.
<a href="#"><u>SS.912.E.3.2:</u></a>	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
<a href="#"><u>SS.912.E.3.3:</u></a>	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones. Remarks/Examples Examples are NAFTA, CAFTA. Examples are quotas, tariffs.
<a href="#"><u>SS.912.E.3.4:</u></a>	Assess the economic impact of negative and positive externalities on the international environment. Remarks/Examples

	<p>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
<a href="#"><u>SS.912.E.3.5:</u></a>	<p>Compare the current United States economy with other developed and developing nations. Remarks/Examples</p> <p>Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
<a href="#"><u>SS.912.E.3.6:</u></a>	<p>Differentiate and draw conclusions about historical economic thought theorized by economists. Remarks/Examples</p> <p>Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</p>
<a href="#"><u>SS.912.G.2.2:</u></a>	<p>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</p>
<a href="#"><u>SS.912.G.3.3:</u></a>	<p>Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.</p>
<a href="#"><u>SS.912.G.4.4:</u></a>	<p>Use geographic terms and tools to analyze case studies of issues in globalization. Remarks/Examples</p> <p>Examples are cultural imperialism, outsourcing.</p>
<a href="#"><u>SS.912.W.7.4:</u></a>	<p>Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.</p>





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# Course: The American Economic Experience: Scarcity and Choice- 2102380

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## BASIC INFORMATION

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

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

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

**Instructional Practices**

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

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

## STANDARDS (63)

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

MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5.1 Use appropriate tools strategically.

MACC.K12.MP.6.1 Attend to precision.

### **MACC.912.N-Q.1 Reason quantitatively and use units to solve problems**

**MACC.912.S-ID Interpreting Categorical and Quantitative Data**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

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

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<a href="#"><u>HE.912.C.2.4:</u></a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Remarks/Examples Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<a href="#"><u>LACC.1112.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#"><u>LACC.1112.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#"><u>LACC.1112.RH.1.3:</u></a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#"><u>LACC.1112.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<a href="#"><u>LACC.1112.RH.2.5:</u></a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#"><u>LACC.1112.RH.2.6:</u></a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#"><u>LACC.1112.RH.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#"><u>LACC.1112.RH.3.8:</u></a>	Evaluate an author's premises, claims, and evidence by

	corroborating or challenging them with other information.
<a href="#"><u>LACC.1112.RH.3.9:</u></a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#"><u>LACC.1112.RH.4.10:</u></a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
<a href="#"><u>SS.912.E.1.1:</u></a>	Identify the factors of production and why they are necessary for the production of goods and services. Remarks/Examples Examples are land, labor, capital, entrepreneurship.
<a href="#"><u>SS.912.E.1.10:</u></a>	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
<a href="#"><u>SS.912.E.1.11:</u></a>	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
<a href="#"><u>SS.912.E.1.12:</u></a>	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
<a href="#"><u>LACC.1112.SL.1.1:</u></a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize</li> </ul>

	<p>comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><a href="#"><u>LACC.1112.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><a href="#"><u>LACC.1112.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#"><u>LACC.1112.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#"><u>LACC.1112.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ol>

	<p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p><a href="#"><u>LACC.1112.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ol>
<p><a href="#"><u>LACC.1112.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#"><u>LACC.1112.WHST.2.5:</u></a></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><a href="#"><u>LACC.1112.WHST.2.6:</u></a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><a href="#"><u>LACC 1112 WHST 3.7:</u></a></p>	<p>Conduct short as well as more sustained research projects to answer</p>

	a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.1112.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#"><u>SS.912.A.5.11:</u></a>	Examine causes, course, and consequences of the Great Depression and the New Deal.
<a href="#"><u>SS.912.E.1.13:</u></a>	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
<a href="#"><u>SS.912.E.1.14:</u></a>	Compare credit, savings, and investment services available to the consumer from financial institutions.
<a href="#"><u>SS.912.E.1.15:</u></a>	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
	Remarks/Examples
	Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.
<a href="#"><u>SS.912.E.1.16:</u></a>	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
	Remarks/Examples
	Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and



	<p>gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</p>
<a href="#"><u>SS.912.E.1.2:</u></a>	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
<a href="#"><u>SS.912.E.1.3:</u></a>	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
<a href="#"><u>SS.912.E.1.4:</u></a>	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
<a href="#"><u>SS.912.E.1.5:</u></a>	<p>Compare different forms of business organizations. Remarks/Examples</p> <p>Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p>
<a href="#"><u>SS.912.E.1.6:</u></a>	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
<a href="#"><u>SS.912.E.1.7:</u></a>	Graph and explain how firms determine price and output through marginal cost analysis.
<a href="#"><u>SS.912.E.1.8:</u></a>	Explain ways firms engage in price and nonprice competition.
<a href="#"><u>SS.912.E.1.9:</u></a>	<p>Describe how the earnings of workers are determined. Remarks/Examples</p> <p>Examples are minimum wage, the market value of the product produced, workers' productivity.</p>
<a href="#"><u>SS.912.E.2.1:</u></a>	<p>Identify and explain broad economic goals. Remarks/Examples</p> <p>Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</p>

<a href="#"><u>SS.912.E.2.10:</u></a>	Describe the organization and functions of the Federal Reserve System.
<a href="#"><u>SS.912.E.2.11:</u></a>	Assess the economic impact of negative and positive externalities on the local, state, and national environment. Remarks/Examples Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
<a href="#"><u>SS.912.E.2.12:</u></a>	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
<a href="#"><u>SS.912.E.2.2:</u></a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#"><u>SS.912.E.2.3:</u></a>	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
<a href="#"><u>SS.912.E.2.4:</u></a>	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls. Remarks/Examples Examples are shortage, surplus, other inefficiencies.
<a href="#"><u>SS.912.E.2.5:</u></a>	Analyze how capital investments may impact productivity and economic growth. Remarks/Examples Examples are factories, machinery, technology, people.
<a href="#"><u>SS.912.E.2.6:</u></a>	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. Remarks/Examples Examples are electric, water, cable, waste management.
<a href="#"><u>SS.912.E.2.7:</u></a>	Identify the impact of inflation on society.
<a href="#"><u>SS.912.F.2.8:</u></a>	Differentiate between direct and indirect taxes, and describe the

	<p>progressivity of taxes (progressive, proportional, regressive).</p> <p>Remarks/Examples</p> <p>Examples are income, sales, social security.</p>
<a href="#"><u>SS.912.E.2.9:</u></a>	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
<a href="#"><u>SS.912.E.3.1:</u></a>	<p>Demonstrate the impact of inflation on world economies.</p> <p>Remarks/Examples</p> <p>Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p>
<a href="#"><u>SS.912.E.3.2:</u></a>	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
<a href="#"><u>SS.912.E.3.3:</u></a>	<p>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</p> <p>Remarks/Examples</p> <p>Examples are NAFTA, CAFTA.</p> <p>Examples are quotas, tariffs.</p>
<a href="#"><u>SS.912.E.3.4:</u></a>	<p>Assess the economic impact of negative and positive externalities on the international environment.</p> <p>Remarks/Examples</p> <p>Examples of negative are pollution, global warming.</p> <p>Examples of positive are pure water, better air quality.</p>
<a href="#"><u>SS.912.E.3.5:</u></a>	<p>Compare the current United States economy with other developed and developing nations.</p> <p>Remarks/Examples</p> <p>Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
<a href="#"><u>SS.912.E.3.6:</u></a>	<p>Differentiate and draw conclusions about historical economic thought theorized by economists.</p> <p>Remarks/Examples</p> <p>Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</p>

<a href="#"><u>SS.912.G.2.2:</u></a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#"><u>SS.912.G.3.3:</u></a>	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
<a href="#"><u>SS.912.G.4.4:</u></a>	Use geographic terms and tools to analyze case studies of issues in globalization.
	Remarks/Examples
	Examples are cultural imperialism, outsourcing.
<a href="#"><u>SS.912.W.7.4:</u></a>	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.



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# Course: Economics with Financial Literacy for Credit Recovery- 2102340

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4482.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Economics with Financial Literacy for Credit Recovery
<b>Course Number:</b>	2102340
<b>Course Abbreviated Title:</b>	ECON FIN LIT CR
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Social Studies</a> <b>SubSubject:</b> <a href="#">Economics</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Multiple (M) - Course length can vary
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><b>Economics</b> - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.</p> <p><b>Special Notes:</b> Credit Recovery courses are credit bearing courses with specific</p>

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

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

**Instructional Practices**

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

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).

## STANDARDS (87)

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

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

### **MACC.912.N-Q.1 Reason quantitatively and use units to solve problems**

#### **MACC.912.S-ID Interpreting Categorical and Quantitative Data**

**MACC.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.**

#### **MACC.912.S-IC Making Inferences and Justifying Conclusions**

**MACC.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**

<a href="#"><u>HE.912.C.2.4:</u></a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Remarks/Examples Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<a href="#"><u>LACC.1112.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#"><u>LACC.1112.RH.1.2:</u></a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#"><u>LACC.1112.RH.1.3:</u></a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

<a href="#"><u>LACC.1112.RH.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<a href="#"><u>LACC.1112.RH.2.5:</u></a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#"><u>LACC.1112.RH.2.6:</u></a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#"><u>LACC.1112.RH.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#"><u>LACC.1112.RH.3.8:</u></a>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#"><u>LACC.1112.RH.3.9:</u></a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#"><u>LACC.1112.RH.4.10:</u></a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
<a href="#"><u>MA.912.F.3.6:</u></a>	Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees. Remarks/Examples Example: Find the actual cost of a car and interest charged with a showroom price of \$15,999, down payment of \$1,600, rate of interest of 12%, and 30 monthly payments.
<a href="#"><u>MA.912.F.3.9:</u></a>	Calculate the total amount to be paid over the life of a fixed rate loan. Remarks/Examples Example: Calculate the total amount to be paid for a \$275,000 loan at 5.75% interest over 30 years
<a href="#"><u>MA.912.F.4.1:</u></a>	Develop personal budgets that fit within various income brackets. Remarks/Examples Example: Develop a budget worksheet that includes typical



	<p>expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.</p>
<p><b><u>MA.912.F.4.10:</u></b></p>	<p>Analyze diversification in investments.</p>
<p><b><u>LACC.1112.SL.1.1:</u></b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>
<p><b><u>LACC.1112.SL.1.2:</u></b></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><b><u>LACC.1112.SL.1.3:</u></b></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>

<p><a href="#"><u>LACC.1112.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#"><u>LACC.1112.WHST.1.1:</u></a></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<p><a href="#"><u>LACC.1112.WHST.1.2:</u></a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete</li> </ol>

	<p>details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <ul style="list-style-type: none"> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul>
<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.1112.WHST.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#"><u>LACC.1112.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#"><u>LACC.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.1112.WHST.4.10:</u></a>	Write routinely over extended time frames (time for reflection and

	<p>revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><a href="#"><u>MA.912.F.1.1:</u></a></p>	<p>Explain the difference between simple and compound interest. Remarks/Examples</p> <p>Example: Compare the similarities and differences for calculating the final amount of money in your savings account based on simple interest or compound interest.</p>
<p><a href="#"><u>MA.912.F.3.10:</u></a></p>	<p>Calculate the effects on the monthly payment in the change of interest rate based on an adjustable rate mortgage. Remarks/Examples</p> <p>Example: You would like to borrow \$245,000 using a 30-year, 1-year ARM indexed to the 1-year Treasury security with a 2.75 percent margin and 2/6 caps (2 percent per year and 6 percent lifetime). The initial interest rate on this loan is 2.75 percent. The lender is charging you 1.50 points and \$1,200 in miscellaneous fees to close the loan.</p> <p>a) What is the initial payment on this mortgage? b) If the 1- year Treasury security is yielding 2.25 percent at the first adjustment date, what is your payment on this loan during the second year? c) Suppose that the 1-year Treasury is yielding 2.75 percent at the second adjustment date. What is the new payment on this loan during the third year? d) Assuming that you pay of the loan at the end of the third year, what yield did the lender earn on this loan?</p> <p>Now resolve all four parts of the last problem assuming that the loan has a 20 percent payment cap instead of 2/6 interest rate caps.</p> <p>a) What is the initial payment on this mortgage? b) If the 1- year Treasury security is yielding 2.25 percent at the first adjustment date, what is your payment on this loan during the second year? c) Suppose that the 1-year Treasury is yielding 2.75 percent at the second adjustment date. What is the new payment on this loan during the third year? d) Assuming that you pay of the loan at the end of the third year,</p>

	<p>what yield did the lender earn on this loan?</p>
<p><a href="#"><u>MA.912.F.3.11:</u></a></p>	<p>Calculate the final pay out amount for a balloon mortgage. Remarks/Examples</p> <p>Example: If you have a 5-year balloon mortgage with a 15 year amortization schedule, a rate of 6.5%, and a \$100,000 loan what would the remaining balance be after the end of the fifth year?</p>
<p><a href="#"><u>MA.912.F.3.12:</u></a></p>	<p>Compare the cost of paying a higher interest rate and lower points versus a lower interest rate and more points. Remarks/Examples</p> <p>Example: Assuming all of the following were originally 15 year mortgages, which fixed rate mortgage cost the mortgagor the least?</p> <p>a) 7.375% interest + 0 points paid off in 10 years b) 7.375% interest + 0 points paid off in 7 years c) 7 % interest + 3 points paid off in 10 years d) 7 % interest + 3 points paid off in 7 years</p>
<p><a href="#"><u>MA.912.F.3.13:</u></a></p>	<p>Calculate the total amount paid for the life of a loan for a house including the down payment, points, fees, and interest. Remarks/Examples</p> <p>Example: Calculate the total amount paid for a \$100,000 house with a 15 year fixed rate loan at 5.65% if the mortgagor pays a \$25,000 down payment; 2 points; 1% origination fee; maximum brokerage fee on a net loan; and State Documentary Stamps on the deed at a tax rate of \$.70 per \$100, the mortgage note at a tax rate of \$.35 per \$100, a and Intangible Tax at a rate of .002.</p>
<p><a href="#"><u>MA.912.F.3.14:</u></a></p>	<p>Compare the total cost for a set purchase price using a fixed rate, adjustable rate, and a balloon mortgage. Remarks/Examples</p> <p>Example: Find the total cost for a \$225,000 mortgage for the following options:</p> <p>a) 30 year fixed rate mortgage with a rate of 6.35 % b) 3/1 ARM with a rate of 6.75% with a maximum adjustment of 2</p>

	<p>points per year with a cap of 6 points for 30 years c) 10 year balloon mortgage with a 30 year amortization schedule with a rate of 5.5%</p> <p>Next describe the benefits and detriments of each mortgage option.</p>
<p><a href="#">MA.912.F.3.2:</a></p>	<p>Analyze credit scores and reports. Remarks/Examples</p> <p>Example: Explain how each of the following categories affects a credit score: 1) past payment history, 2) amount of debt, 3) public records information, 4) length of credit history, and 5) the number of recent credit inquiries.</p>
<p><a href="#">MA.912.F.3.3:</a></p>	<p>Calculate the finance charges and total amount due on a credit card bill. Remarks/Examples</p> <p>Example: Calculate the finance charge each month and the total amount paid for 5 months if you charged \$500 on your credit card but you can only afford to pay \$100 each month. Your credit card has a monthly periodic finance rate of .688% and an annual finance rate of 8.9%.</p>
<p><a href="#">MA.912.F.3.4:</a></p>	<p>Compare the advantages and disadvantages of deferred payments. Remarks/Examples</p> <p>Example: Compare paying on a college loan between a Stafford loan or a PLUS loan two years after graduation</p>
<p><a href="#">MA.912.F.3.5:</a></p>	<p>Calculate deferred payments. Remarks/Examples</p> <p>Example: You want to buy a sofa that cost \$899. Company A will let let you pay \$100 down and then pay the remaining amount over 3 years at 22% interest. Company B will not make you pay a down payment and they will defer payments for one year. However, you will accrue interest at a rate of 20 % interest during that first year. Starting the second year you will have to pay the new amount for 2 years at a rate of 26 % interest. Which deal is better and why? Calculate the total amount paid for both deals. Example: An electronics company advertises that you don't have to pay</p>

	<p>anything for 2 years. If you bought a big screen TV for \$2999 on January 1st what would your balance be two years later if you haven't made any payments assuming an interest rate of 23.99%? What would your monthly payments be to pay the TV off in 2 years? What did the TV really cost you?</p>
<p><a href="#"><u>MA.912.F.4.11:</u></a></p>	<p>Purchase stock with a set amount of money, and follow the process through gains, losses, and selling. Remarks/Examples</p> <p>Example: At the beginning of the year, Mary invests \$3000, buying \$1500 of Stock A at \$30 per share, \$1000 of Stock B at \$40 per share, and putting \$500 in a money market account paying 5% interest. At the end of the year, stock A is priced at \$34 per share, and stock B is priced at \$38 per share. What is the overall rate of return for the year on Mary's investments?</p>
<p><a href="#"><u>MA.912.F.4.12:</u></a></p>	<p>Compare and contrast income from purchase of common stock, preferred stock, and bonds. Remarks/Examples</p> <p>Example: Explain the difference between common and preferred stock. What are some reasons people might choose common stock over preferred stock? Which type of stock is more prevalent in the market today?</p> <p>Example: Compare corporate bonds, government bonds, and common stock as investments with respect to the following attributes: rates of return, price risk, default risk, and taxability of earnings</p>
<p><a href="#"><u>MA.912.F.4.13:</u></a></p>	<p>Given current exchange rates be able to convert from one form of currency to another. Remarks/Examples</p> <p>Example: Suppose you are traveling in Europe, and while there you withdraw 150 Euros to pay for expenses. If the exchange rate at the time was \$1.27 per Euro, how much money (in dollars) was charged to your bank account?</p>
<p><a href="#"><u>MA.912.F.4.14:</u></a></p>	<p>Use data to compare historical rates of return on investments with investment claims to make informed decisions and identify potential</p>

	fraud.
<a href="#"><u>MA.912.F.4.2:</u></a>	<p>Explain cash management strategies including debit accounts, checking accounts, and savings accounts.</p> <p>Remarks/Examples</p> <p>Example: Explain the difference between a checking account and a savings account. Why might you want to have both types of accounts? Why might you want to have only one or the other type? Why is it rare to find someone who has a savings account but no checking account?</p>
<a href="#"><u>MA.912.F.4.3:</u></a>	<p>Calculate net worth.</p> <p>Remarks/Examples</p> <p>Example: Jose is trying to prepare a balance sheet for the end of the year. His balances and details for the year are given in the table below. Write a balance sheet of Jose's liabilities and assets, and compute his net worth.</p>
<a href="#"><u>MA.912.F.4.4:</u></a>	<p>Establish a plan to pay off debt.</p> <p>Remarks/Examples</p> <p>Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p>
<a href="#"><u>MA.912.F.4.5:</u></a>	<p>Develop and apply a variety of strategies to use tax tables, and to determine, calculate, and complete yearly federal income tax.</p> <p>Remarks/Examples</p> <p>Example: Suppose that Joe had income of \$40,000 in 2005, and had various deductions totaling \$6,240. If Joe filed as a single person, how much income tax did he have to pay that year?</p>
<a href="#"><u>MA.912.F.4.6:</u></a>	Compare different insurance options and fees.
<a href="#"><u>MA.912.F.4.7:</u></a>	<p>Compare and contrast the role of insurance as a device to mitigate risk and calculate expenses of various options.</p> <p>Remarks/Examples</p> <p>Example: Explain why a person might choose to buy life insurance. Are there any circumstances under which one might not want life</p>



	<p>insurance?</p>
<p><a href="#"><u>MA.912.F.4.8:</u></a></p>	<p>Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.</p> <p>Remarks/Examples</p> <p>Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.</p>
<p><a href="#"><u>MA.912.F.4.9:</u></a></p>	<p>Calculate, compare, and contrast different types of retirement plans, including IRAs, ROTH accounts, and annuities.</p> <p>Remarks/Examples</p> <p>Example: Suppose you put \$5000 per year into an IRA for 40 years. If the account pays 6% per year interest, how much would you have at the end of the 40 years? If, at that time, you are in the 15% income tax bracket, how much would this be after taxes?</p> <p>Suppose that, instead, you paid the tax each year on the \$5000 at your current rate of 28% and put the remaining funds in a ROTH account paying 6% interest. How much would you then have after 40 years?</p> <p>Which appears to be the better option? What are some of the risks of deferring tax payments until retirement?</p> <p>Example: Explain the difference between an Individual Retirement Account (IRA) and a ROTH account.</p> <p>Why might somebody choose to put retirement funds in a ROTH account rather than an IRA?</p>
<p><a href="#"><u>SS.912.E.1.1:</u></a></p>	<p>Identify the factors of production and why they are necessary for the production of goods and services.</p> <p>Remarks/Examples</p> <p>Examples are land, labor, capital, entrepreneurship.</p>

<a href="#"><u>SS.912.E.1.10:</u></a>	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
<a href="#"><u>SS.912.E.1.11:</u></a>	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
<a href="#"><u>SS.912.E.1.12:</u></a>	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
<a href="#"><u>SS.912.E.1.13:</u></a>	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
<a href="#"><u>SS.912.E.1.14:</u></a>	Compare credit, savings, and investment services available to the consumer from financial institutions.
<a href="#"><u>SS.912.E.1.15:</u></a>	Describe the risk and return profiles of various investment vehicles and the importance of diversification. Remarks/Examples Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.
<a href="#"><u>SS.912.E.1.16:</u></a>	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. Remarks/Examples Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.
<a href="#"><u>SS.912.E.1.2:</u></a>	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
<a href="#"><u>SS.912.E.1.3:</u></a>	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?

<a href="#"><u>SS.912.E.1.4:</u></a>	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
<a href="#"><u>SS.912.E.1.5:</u></a>	Compare different forms of business organizations. Remarks/Examples Examples are sole proprietorship, partnership, corporation, limited liability corporation.
<a href="#"><u>SS.912.E.1.6:</u></a>	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
<a href="#"><u>SS.912.E.1.7:</u></a>	Graph and explain how firms determine price and output through marginal cost analysis.
<a href="#"><u>SS.912.E.1.8:</u></a>	Explain ways firms engage in price and nonprice competition.
<a href="#"><u>SS.912.E.1.9:</u></a>	Describe how the earnings of workers are determined. Remarks/Examples Examples are minimum wage, the market value of the product produced, workers' productivity.
<a href="#"><u>SS.912.E.2.1:</u></a>	Identify and explain broad economic goals. Remarks/Examples Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
<a href="#"><u>SS.912.E.2.10:</u></a>	Describe the organization and functions of the Federal Reserve System.
<a href="#"><u>SS.912.E.2.11:</u></a>	Assess the economic impact of negative and positive externalities on the local, state, and national environment. Remarks/Examples Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
<a href="#"><u>SS.912.E.2.12:</u></a>	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

<a href="#"><u>SS.912.E.2.2:</u></a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#"><u>SS.912.E.2.3:</u></a>	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
<a href="#"><u>SS.912.E.2.4:</u></a>	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls. Remarks/Examples Examples are shortage, surplus, other inefficiencies.
<a href="#"><u>SS.912.E.2.5:</u></a>	Analyze how capital investments may impact productivity and economic growth. Remarks/Examples Examples are factories, machinery, technology, people.
<a href="#"><u>SS.912.E.2.6:</u></a>	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. Remarks/Examples Examples are electric, water, cable, waste management.
<a href="#"><u>SS.912.E.2.7:</u></a>	Identify the impact of inflation on society.
<a href="#"><u>SS.912.E.2.8:</u></a>	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). Remarks/Examples Examples are income, sales, social security.
<a href="#"><u>SS.912.E.2.9:</u></a>	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
<a href="#"><u>SS.912.E.3.1:</u></a>	Demonstrate the impact of inflation on world economies. Remarks/Examples Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

<a href="#"><u>SS.912.E.3.2:</u></a>	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
<a href="#"><u>SS.912.E.3.3:</u></a>	<p>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</p> <p>Remarks/Examples</p> <p>Examples are NAFTA, CAFTA. Examples are quotas, tariffs.</p>
<a href="#"><u>SS.912.E.3.4:</u></a>	<p>Assess the economic impact of negative and positive externalities on the international environment.</p> <p>Remarks/Examples</p> <p>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
<a href="#"><u>SS.912.E.3.5:</u></a>	<p>Compare the current United States economy with other developed and developing nations.</p> <p>Remarks/Examples</p> <p>Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
<a href="#"><u>SS.912.E.3.6:</u></a>	<p>Differentiate and draw conclusions about historical economic thought theorized by economists.</p> <p>Remarks/Examples</p> <p>Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</p>
<a href="#"><u>SS.912.G.2.2:</u></a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#"><u>SS.912.G.3.3:</u></a>	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
<a href="#"><u>SS.912.G.4.4:</u></a>	<p>Use geographic terms and tools to analyze case studies of issues in globalization.</p> <p>Remarks/Examples</p> <p>Examples are cultural imperialism, outsourcing.</p>

## RELATED GLOSSARY TERM DEFINITIONS (11)

<b>Attribute:</b>	A quality or characteristic, such as color, thickness, size, and shape.
<b>Compound Interest:</b>	A method of computing interest in which interest is computed from the up-to-date balance. That is, interest is earned on the interest and not just on original balance.
<b>Difference:</b>	A number that is the result of subtraction
<b>Length:</b>	A one-dimensional measure that is the measurable property of line segments.
<b>Net:</b>	A two-dimensional diagram that can be folded or made into a three-dimensional figure.
<b>Percent:</b>	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
<b>Point:</b>	A specific location in space that has no discernable length or width.
<b>Rate:</b>	A ratio that compares two quantities of different units.
<b>Set:</b>	A set is a finite or infinite collection of distinct objects in which order has no significance.
<b>Similarity:</b>	A term describing figures that are the same shape but are not necessarily the same size or in the same position.
<b>Table:</b>	A data display that organizes information about a topic into categories using rows and columns.



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