



M/J United States History & Career Planning (#2100015)

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4 Certifications

- [Middle Grades Integrated Curriculum Middle Grades \(5-9\):](#)
- [Middle Grades Social Science Middle Grades \(5-9\):](#)
- [Social Science Grades 6-12:](#)
- [History Grades 6-12:](#)

Course Number: 2100015

Course Path: Section: Grades PreK to 12
Education Courses > **Grade Group:** Grades 6
to 8 Education Courses > **Subject:** Social
Studies > **SubSubject:** American and Western
Hemispheric Histories >

Course Section: Grades PreK to 12 Education
Courses **Abbreviated Title:** M/J US HIST&CAR
PLAN

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Keywords: social studies, american and
western hemispheric histories, american,
western, hemispheric, histories, Grades PreK
To 12 Education Courses, Grades 6 To 8, M/J
United States History & Career Planning, M/J
US HIST&CAR PLAN

Grade Level(s): 6, 7, 8

GENERAL NOTES

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

and events which occurred after Reconstruction.

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

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

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

Special Notes: Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf>

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Additional Instructional Resources:

Kinsey Collection: <http://www.thekinseycollection.com/the-kinsey-collection-on-itunes-u/>

Course Standards

Aligned Cluster:

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

| Name | Description |
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| SS.8.A.1.1: | Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments. Remarks/Examples: Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf . |
| SS.8.A.1.2: | Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect. |
| SS.8.A.1.3: | Analyze current events relevant to American History topics through a variety of electronic and print media resources. Remarks/Examples: Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts. |
| SS.8.A.1.4: | Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials. |
| SS.8.A.1.5: | Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents. Remarks/Examples: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection . |
| SS.8.A.1.6: | Compare interpretations of key events and issues throughout American History. Remarks/Examples: Examples may include, but are not limited to, historiography. |
| SS.8.A.1.7: | View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts. |

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| SS.8.A.2.1: | <p>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.</p> <p>Remarks/Examples: This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</p> |
| SS.8.A.2.2: | <p>Compare the characteristics of the New England, Middle, and Southern colonies.</p> <p>Remarks/Examples: Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</p> |
| SS.8.A.2.3: | <p>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</p> <p>Remarks/Examples: Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</p> |
| SS.8.A.2.4: | <p>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</p> <p>Remarks/Examples: Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</p> |
| SS.8.A.2.5: | <p>Discuss the impact of colonial settlement on Native American populations.</p> <p>Remarks/Examples: Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.</p> |
| SS.8.A.2.6: | <p>Examine the causes, course, and consequences of the French and Indian War.</p> <p>Remarks/Examples: Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.</p> |
| SS.8.A.2.7: | <p>Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</p> |
| SS.8.A.3.1: | <p>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</p> <p>Remarks/Examples: Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</p> |
| SS.8.A.3.2: | <p>Explain American colonial reaction to British policy from 1763 - 1774.</p> <p>Remarks/Examples: Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</p> |
| SS.8.A.3.3: | <p>Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.</p> <p>Remarks/Examples: Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.</p> |
| | <p>Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.</p> |

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| SS.8.A.3.4: | <p>Remarks/Examples: Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</p> |
| SS.8.A.3.5: | <p>Describe the influence of individuals on social and political developments during the Revolutionary era.</p> <p>Remarks/Examples: Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.</p> |
| SS.8.A.3.6: | <p>Examine the causes, course, and consequences of the American Revolution.</p> <p>Remarks/Examples: Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.</p> |
| SS.8.A.3.7: | <p>Examine the structure, content, and consequences of the Declaration of Independence.</p> |
| SS.8.A.3.8: | <p>Examine individuals and groups that affected political and social motivations during the American Revolution.</p> <p>Remarks/Examples: Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.</p> |
| SS.8.A.3.9: | <p>Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</p> |
| SS.8.A.3.10: | <p>Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).</p> |
| SS.8.A.3.11: | <p>Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.</p> |
| SS.8.A.3.12: | <p>Examine the influences of George Washington's presidency in the formation of the new nation.</p> <p>Remarks/Examples: Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.</p> |
| SS.8.A.3.13: | <p>Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.</p> <p>Remarks/Examples: Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.</p> |
| SS.8.A.3.14: | <p>Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.</p> <p>Remarks/Examples: Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.</p> |
| SS.8.A.3.15: | <p>Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).</p> |

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| SS.8.A.3.16: | <p>Examine key events in Florida history as each impacts this era of American history.</p> <p>Remarks/Examples: Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.</p> |
| SS.8.A.4.1: | <p>Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).</p> |
| SS.8.A.4.2: | <p>Describe the debate surrounding the spread of slavery into western territories and Florida.</p> <p>Remarks/Examples: Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.</p> |
| SS.8.A.4.3: | <p>Examine the experiences and perspectives of significant individuals and groups during this era of American History.</p> <p>Remarks/Examples: Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.</p> |
| SS.8.A.4.4: | <p>Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.</p> |
| SS.8.A.4.5: | <p>Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.</p> <p>Remarks/Examples: Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.</p> |
| SS.8.A.4.6: | <p>Identify technological improvements (inventions/inventors) that contributed to industrial growth.</p> <p>Remarks/Examples: Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.</p> |
| SS.8.A.4.7: | <p>Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.</p> |
| SS.8.A.4.8: | <p>Describe the influence of individuals on social and political developments of this era in American History.</p> <p>Remarks/Examples: Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.</p> |
| SS.8.A.4.9: | <p>Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.</p> <p>Remarks/Examples: Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.</p> |
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| SS.8.A.4.10: | Analyze the impact of technological advancements on the agricultural economy and slave labor. Remarks/Examples: Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade. |
| SS.8.A.4.11: | Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system. |
| SS.8.A.4.12: | Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory. |
| SS.8.A.4.13: | Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history. |
| SS.8.A.4.14: | Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments). |
| SS.8.A.4.15: | Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history. |
| SS.8.A.4.16: | Identify key ideas and influences of Jacksonian democracy. Remarks/Examples: Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis. |
| SS.8.A.4.17: | Examine key events and peoples in Florida history as each impacts this era of American history. Remarks/Examples: Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state. |
| SS.8.A.4.18: | Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period. Remarks/Examples: Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers. |
| SS.8.A.5.1: | Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate). |
| SS.8.A.5.2: | Analyze the role of slavery in the development of sectional conflict. Remarks/Examples: Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession. |
| SS.8.A.5.3: | Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency. Remarks/Examples: Examples may include, but are not limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses. |

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| SS.8.A.5.4: | Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War. |
| SS.8.A.5.5: | Compare Union and Confederate strengths and weaknesses. Remarks/Examples: Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman. |
| SS.8.A.5.6: | Compare significant Civil War battles and events and their effects on civilian populations. Remarks/Examples: Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox. |
| SS.8.A.5.7: | Examine key events and peoples in Florida history as each impacts this era of American history. Remarks/Examples: Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge. |
| SS.8.A.5.8: | Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan). |
| SS.8.C.1.1: | Identify the constitutional provisions for establishing citizenship. |
| SS.8.C.1.2: | Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists. |
| SS.8.C.1.3: | Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction. |
| SS.8.C.1.4: | Identify the evolving forms of civic and political participation from the colonial period through Reconstruction. |
| SS.8.C.1.5: | Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today. |
| SS.8.C.1.6: | Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day. |
| SS.8.C.2.1: | Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction. |
| SS.8.E.1.1: | Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects. Remarks/Examples: Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction. |
| SS.8.E.2.1: | Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy. |
| SS.8.E.2.2: | Explain the economic impact of government policies. Remarks/Examples: Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery. |

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| SS.8.E.2.3: | Assess the role of Africans and other minority groups in the economic development of the United States. |
| SS.8.E.3.1: | Evaluate domestic and international interdependence. Remarks/Examples: Examples are triangular trade routes and regional exchange of resources. |
| SS.8.G.1.1: | Use maps to explain physical and cultural attributes of major regions throughout American history. |
| SS.8.G.1.2: | Use appropriate geographic tools and terms to identify and describe significant places and regions in American history. |
| SS.8.G.2.1: | Identify the physical elements and the human elements that define and differentiate regions as relevant to American history. Remarks/Examples: Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography. |
| SS.8.G.2.2: | Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications. Remarks/Examples: Examples are cataclysmic natural disasters, shipwrecks. |
| SS.8.G.2.3: | Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time. |
| SS.8.G.3.1: | Locate and describe in geographic terms the major ecosystems of the United States. |
| SS.8.G.3.2: | Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time. |
| SS.8.G.4.1: | Interpret population growth and other demographic data for any given place in the United States throughout its history. |
| SS.8.G.4.2: | Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination. |
| SS.8.G.4.3: | Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory. |
| SS.8.G.4.4: | Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time. |
| SS.8.G.4.5: | Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time. |
| SS.8.G.4.6: | Use political maps to describe changes in boundaries and governance throughout American history. |
| SS.8.G.5.1: | Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States. |
| SS.8.G.5.2: | Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history. Remarks/Examples: Examples are deforestation, urbanization, agriculture. |
| SS.8.G.6.1: | Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history. |
| SS.8.G.6.2: | Illustrate places and events in U.S. history through the use of narratives and graphic representations. Remarks/Examples: Examples are maps, graphs, tables. |

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| LAFS.68.RH.1.1: | Cite specific textual evidence to support analysis of primary and secondary sources. |
| LAFS.68.RH.1.2: | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| LAFS.68.RH.1.3: | Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |
| LAFS.68.RH.2.4: | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| LAFS.68.RH.2.5: | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| LAFS.68.RH.2.6: | Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |
| LAFS.68.RH.3.7: | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| LAFS.68.RH.3.8: | Distinguish among fact, opinion, and reasoned judgment in a text. |
| LAFS.68.RH.3.9: | Analyze the relationship between a primary and secondary source on the same topic. |
| LAFS.68.WHST.1.1: | <p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. |
| LAFS.68.WHST.1.2: | <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| LAFS.68.WHST.2.4: | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LAFS.68.WHST.2.5: | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| LAFS.68.WHST.2.6: | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

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| LAFS.68.WHST.3.7: | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| LAFS.68.WHST.3.8: | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| LAFS.68.WHST.3.9: | Draw evidence from informational texts to support analysis reflection, and research. |
| LAFS.68.WHST.4.10: | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LAFS.8.SL.1.1: | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| LAFS.8.SL.1.2: | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| LAFS.8.SL.1.3: | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
| LAFS.8.SL.2.4: | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| MAFS.K12.MP.1.1: | <p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can</p> |

understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

English language learners communicate for social and instructional purposes within the

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|-----------------------------------|--|
| ELD.K12.ELL.SI.1: | school setting. |
| ELD.K12.ELL.SS.1: | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |
| HE.8.C.2.4: | <p>Critique school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples: Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p> |

There are more than 389 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/13294>

Related Certifications

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|---|
| Middle Grades Integrated Curriculum Middle Grades (5-9) |
| Middle Grades Social Science Middle Grades (5-9) |
| Social Science Grades 6-12 |
| History Grades 6-12 |

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