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Curriculum Map & Pacing Guide

	Clarification 2: Students will evaluate how the documents are connected to one another. Clarification 3: Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution. Clarification 4: Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).
SS.912.CG.1.5:	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers. Clarification 1: Students will explain how the structure and function of the U.S. government reflects these political principles. Clarification 2: Students will differentiate between republicanism and democracy, and discuss how the United States reflects both. Clarification 3: Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).
SS.912.CG.2.1:	Explain the constitutional provisions that establish and affect citizenship. Note: The following clarifications are not specific to this benchmark but were listed in the state board approved document by mistake. Clarification 1: Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic

	laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)).
SS.912.CG.2.2:	Explain the importance of political and civ L F S D U W L F L S D W L R Q W R W K H V X F F H republic. E Clarification 1: Students will discuss various ways in which U.S. citizens can exercise political and civic participation. Clarification 2: Students will identify historical examples of political and civic participation (e.g., Civil 5 L J K W V 0 R Y H P H Q W : R P H Q ¶ V 6 X I I U D J H 0 R Y H P H Q W Clarification 3: Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).
SS.912.CG.2.3:	Explain the responsibilities of citizens at the local, state and national levels. E Clarification 1: Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws). Clarification 2: Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot). Clarification 3: Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).

	Clarification 4: Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.
SS.912.CG.2.4:	Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good. Clarification 1: 6 W X G H Q W V Z L O O H [D P L Q H V L W X D W L R Q V Z K H Q public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act). Clarification 2: Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good. Clarification 3: Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).
SS.912.CG.2.5:	Analyze contemporary and historical examples of government-imposed restrictions on rights. Clarification 1: Students will identify historical examples of government-imposed restrictions on rights (e.g., General Orders No. 141, Executive Order 9066, USA PATRIOT Act, Homeland Security Act, Schenck v. United States, suspension of habeas corpus, rationing during wartime and limitations on speech). Clarification 2: Students will examine the rationale for government-imposed restrictions on rights (e.g., L Q F L W L Q J D F U L P H F D P S D L J Q F R Q W U L E X W L R Q V G H I D P ACADEMIC STANDARDS FOR SOCIAL STUDIES 147 Clarification 3: Students will examine the dangers of government-imposed restrictions on rights (e.g., restricting the right to free speech, restricting the right to peaceably assemble).

	Clarification 2: Students will identify historical examples of interest groups, media and individuals influencing public policy. Clarification 3: Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

SS.912.CG.2.9:

	E Clarification 1: Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media). Clarification 2: Students will describe how the methods used by political officials to communicate with the public has changed over time. Clarification 3: Students will discuss the strengths and weaknesses of different methods of political communication.
SS.912.CG.3.1:	Analyze how certain political ideologies conflict with the principles of freedom and democracy. **E** Clarification 1: Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement). Clarification 2: Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech. Clarification 3: Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the Q D W L R Q ¶ V O R Q J H Y L W \ D Q G L W V D E L O L W \ W R R Y H U F R P H constitutional republic from authoritarian and totalitarian nations.

	E Clarification 1: Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments. Clarification 2: Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.
SS.912.CG.3.3:	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution. E Clarification 1: Students will explain why Article I of the U.S. Constitution established a bicameral

	Clarification 1: Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship). Clarification 2: Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution. Clarification 3: 6 W X G H Q W V Z L O O D Q D O \ ] H W K H U R O H R I W K H ³ J S U R S H U F O D X V H ´ L Q J U D Q W L Q J & R Q J U H V V L P S O L H G S R Clarification 4: Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws). Clarification 5: Students will explain how reserved powers define issues as matters for the people or the state governments. Clarification 6: Students will compare the roles of expressed, implied, concurrent and reserved powers L Q 8 Q L W H G 6 W D W H V ¶ I H G H U D O L V P
SS.912.CG.3.7:	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution. Clarification 1: Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government. Clarification 2: Students will describe the role of the Supreme Court and lesser federal courts. Clarification 3: Students will explain what Articles II and III says about judicial tenure, appointment and salaries.

	Clarification 4:

	Clarification 2: Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system. Clarification 3: Students will identify the differences between civil trials and criminal trials at the state level. Clarification 4: Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts.
SS.912.CG.3.11:	Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution. E Clarification 1: Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier; District of Columbia v. Heller; Schenck v. United States; Brandenburg v. Ohio; Students for Fair Admissions, Inc. v. President and Fellows of Harvard

Clarification 1: Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.

	Clarification 1: Students will identify local government officials and employees who affect the daily lives of citizens. Clarification 2: Students will identify the role of state governmental officials and employees who affect the daily lives of citizens. Clarification 3: Students will identify the role of national governmental officials and employees who affect the daily lives of citizens. Clarification 4: Students will explain how government at all levels impacts the daily lives of citizens.
SS.912.CG.4.1:	Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States. E Clarification 1: Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy). t

Clarification 2:

SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	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.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: x Analyze the problem in a way that makes sense given the task. x Ask questions that will help with solving the task. x Build perseverance by modifying methods as needed while solving a challenging task. x Stay engaged and maintain a positive mindset when working to solve tasks. x Help and support each other when attempting a new method or approach.

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Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
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- 5HFRJQL]H VWXGHQWV¶ HIIRUW ZKHQ VROYLQJ FKD

	x Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**[illegible]** Mathematicians who complete tasks with mathematical fluency: x Select efficient and appropriate methods for solving problems within the given context. x Maintain flexibility and accuracy while performing procedures and mental calculations. x Complete tasks accurately and with confidence. x Adapt procedures to apply them to a new context. x Use feedback to improve efficiency when performing calculations. **[illegible]** Teachers who encourage students to complete tasks with mathematical fluency: x Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. x Offer multiple opportunities for students to practice efficient and generalizable methods. x Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	**[illegible]** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: x Communicate mathematical ideas, vocabulary and methods effectively. x Analyze the mathematical thinking of others. x Compare the efficiency of a method to those expressed by others. x Recognize errors and suggest how to correctly solve the task.

- Justify results by explaining methods and processes.

	x Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. x Support students to develop generalizations based on the similarities found among problems. x Provide opportunities for students to create plans and procedures to solve problems. x 'HYHORS VWXGHQWV¶ DELOLW\ WR FRQVWUXFW UHC more sophisticated ways of thinking.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

	x Use models and methods to understand, represent and solve problems. x 3HUIRUP LQYHVWLJDWLRQV WR JDWKHU GDWD RU GHW methods to improve accuracy or efficiency. Teachers who encourage students to apply mathematics to real-world contexts: x Provide opportunities for students to create models, both concrete and abstract, and perform investigations. x Challenge students to question the accuracy of their models and methods. x Support students as they validate conclusions by comparing them to the given situation. x Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. 6WXGHQWV FLWH WH[WV WKDW WKH\¶YH GLUHFWO\ TXR students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Students will make inferences before the words infer or inference are introduced. Kindergarten students ZLOO DQVZHU TXHVWLRQV OLNH ³:K\ LV WKH JLUO VPLO