

World Cultural Geography

Use research and inquiry skills to analyze American history using primary and secondary sources. **SS.912.A.1**

1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. **SS.912.A.1.1**

2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. **SS.912.A.1.2**

Clarifications: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.

3 Utilize timelines to identify the time sequence of historical data. **SS.912.A.1.3**

4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. **SS.912.A.1.4**

5 Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. **SS.912.A.1.5**

Clarifications: 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

6 Use case studies to explore social, political, legal, and economic relationships in history. **SS.912.A.1.6**

Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy. **SS.912.C.4**

1 Explain how the world's nations are governed differently. **SS.912.C.4.1**

2 Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society. **SS.912.C.4.2**

3 Assess human rights policies of the United States and other countries. **SS.912.C.4.3**

Understand how to use maps and other geographic representations, tools, and technology to

1 Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions. **SS.912.G.1.1**

report
information. **SS.912.G.1**

2 Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. **SS.912.G.1.2**

3 Employ applicable units of measurement and scale to solve simple locational problems using maps and globes. **SS.912.G.1.3**

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.1.4**

Clarifications Examples are thematic, contour, and dot-density.

Understand physical
and cultural
characteristics of
places. **SS.912.G.2**

1 Identify the physical characteristics and the human characteristics that define and differentiate regions. **SS.912.G.2.1**

Clarifications: Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.

2 Describe the factors and processes that contribute to the differences between developing and developed regions of the world. **SS.912.G.2.2**

3 Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. **SS.912.G.2.3**

Clarifications Examples are desertification, global warming, cataclysmic natural disasters.

Understand the
characteristics,
distribution, and
migration of human
populations. **SS.912.G.4**

1 Interpret population growth and other demographic data for any given place. **SS.912.G.4.1**

2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. **SS.912.G.4.2**

3 Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. **SS.912.G.4.3**

7 Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. **SS.912.G.4.7**

9 Use political maps to describe the change in boundaries and governments within continents over time. **SS.912.G.4.9**

Identify and analyze the
historical, social, and
cultural contexts of the
arts. **SS.912.H.1**

4 Explain philosophical beliefs as they relate to works in the arts. **SS.912.H.1.4**

Clarifications: Examples are classical architecture, protest music, Native American dance, Japanese Noh.

Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures. [SS.912.H.3](#)

1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. [SS.912.H.3.1](#)

Utilize historical inquiry skills and analytical processes. [SS.912.W.1](#)

1 Use timelines to establish cause and effect relationships of historical events. [SS.912.W.1.1](#)

2 Compare time measurement systems used by different cultures. [SS.912.W.1.2](#)

Clarifications: Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

3 Interpret and evaluate primary and secondary sources. [SS.912.W.1.3](#)

Clarifications: Examples are artifacts, images, auditory and written sources.

4 Explain how historians use historical inquiry and other sciences to understand the past. [SS.912.W.1.4](#)

Clarifications: Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). [SS.912.W.1.5](#)

6 Evaluate the role of history in shaping identity and character. [SS.912.W.1.6](#)

Clarifications: Examples are ethnic, cultural, personal, national, religious.

Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan). [SS.912.W.2](#)

13 Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe. [SS.912.W.2.13](#)

16 Trace the growth and development of a national identity in the countries of England, France, and Spain. [SS.912.W.2.16](#)

19 Describe the impact of Japan's physiography on its economic and political development. [SS.912.W.2.19](#)

20 Summarize the major cultural, economic, political, and religious developments in medieval Japan. [SS.912.W.2.20](#)

Clarifications: Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.

22 Describe Japan's cultural and economic relationship to China and Korea. SS.912.W.2.22

Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations. SS.912.W.3

1 Discuss significant people and beliefs associated with Islam. SS.912.W.3.1

Clarifications: Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

2 Compare the major beliefs and principles of Judaism, Christianity, and Islam. SS.912.W.3.2

13 Compare economic, political, and social developments in East, West, and South Africa. SS.912.W.3.13

18 Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America. SS.912.W.3.18

Clarifications: Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.

Identify major economic, political, social, and technological trends beginning in the 20th century. SS.912.W.9

2 Describe the causes and effects of post-World War II economic and demographic changes. SS.912.W.9.2

Clarifications: Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.

3 Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing... SS.912.W.9.3

Clarifications: Examples are prejudice, racism, stereotyping, economic competition.

4 Describe the causes and effects of twentieth century nationalist conflicts. SS.912.W.9.4

Clarifications: Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

5 Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world. SS.912.W.9.5

Actively participate in effortful learning both individually and collectively. MA.K12.MTR.1

- 1 Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.** MA.K12.MTR.1.1

Clarifications: 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. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways. MA.K12.MTR.2

- 1 Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways.** MA.K12.MTR.2.1

Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency. MA.K12.MTR.3

- 1 Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.** MA.K12.MTR.3.1

Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others. MA.K12.MTR.4

- 1 Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence.** MA.K12.MTR.4.1
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Use patterns and structure to help understand and connect mathematical concepts. MA.K12.MTR.5

- 1 Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations.** MA.K12.MTR.5.1

Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. MA.K12.MTR.6

- 1 Assess the reasonableness of solutions. 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

Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts. MA.K12.MTR.7

- 1 Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.** MA.K12.MTR.7.1

Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning. ELA.K12.EE.1

1 Cite evidence to explain and justify reasoning. ELA.K12.EE.1.1

Clarifications: 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. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, 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: Read and comprehend grade-level complex texts proficiently. ELA.K12.EE.2

1 Make inferences to support comprehension. ELA.K12.EE.3.1

Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. ELA.K12.EE.4

1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. ELA.K12.EE.4.1

Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work. ELA.K12.EE.5

1 Use the accepted rules governing a specific format to create quality work. ELA.K12.EE.5.1

Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing. ELA.K12.EE.6

1 Use appropriate voice and tone when speaking or writing. ELA.K12.EE.6.1

Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Language of Social and Instructional Purposes ELD.K12.ELL.SI

A English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

Language of Social Studies ELD.K12.ELL.SS

A English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. ELD.K12.ELL.SS.1

Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. HE.912.C.2

4 Evaluate how public health policies and government regulations can influence health promotion and disease prevention. HE.912.C.2.4

Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.cla