

Course: 2105025 M/J World Cultures & Career Planning

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BASIC INFORMATION

Course Title:	M/J World Cultures & Career Planning
Course Number:	2105025
Course Abbreviated Title:	M/J WORLD CLTRS C/P
Course Path:	Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Multicultural Studies »
Course length:	Year (Y)
Course Level:	2
Status:	State Board Approved
General Notes:	<p>M/J World Cultures - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but not be limited to the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.</p> <p>Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program</p>

and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace

1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.

2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.

4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.

6.0 Identify five values that they consider important in making a career choice.

7.0 Identify skills needed for career choices and match to personal abilities.

8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.

9.0 Identify strengths and areas in which assistance is needed at school.

10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

11.0 Demonstrate the ability to locate, understand, and use career information.

12.0 Use the Internet to access career and education planning information.

13.0 Identify skills that are transferable from one occupation to another.

14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment

outlook, and education/ training requirements.

15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

16.0 Identify and demonstrate use of steps to make career decisions.

17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

19.0 Demonstrate skills to interact positively with others.

20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

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

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

STANDARDS (85)

SS.6.W.1 Utilize historical inquiry skills and analytical processes.

<u>SS.6.W.1.1 :</u>	Use timelines to identify chronological order of historical events.
<u>SS.6.W.1.3 :</u>	Interpret primary and secondary sources.
<u>SS.6.W.1.4 :</u>	Describe the methods of historical inquiry and how history relates to the other social sciences.
<u>SS.6.W.1.6 :</u>	Describe how history transmits culture and heritage and provides models of human character.

SS.6.W.3 Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).

<u>SS.6.W.3.1 :</u>	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
<u>SS.6.W.3.2 :</u>	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
<u>SS.6.W.3.5 :</u>	Summarize the important achievements and contributions of ancient Greek civilization.
<u>SS.6.W.3.6 :</u>	Determine the impact of key figures from ancient Greece.
<u>SS.6.W.3.7 :</u>	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
<u>SS.6.W.3.10 :</u>	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
<u>SS.6.W.3.13 :</u>	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

<u>SS.6.W.3.14 :</u>	Describe the key achievements and contributions of Roman civilization.
<u>SS.6.W.3.17 :</u>	Explain the spread and influence of the Latin language on Western Civilization.
<u>SS.6.W.3.18 :</u>	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

SS.6.W.4 Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).

<u>SS.6.W.4.1 :</u>	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
<u>SS.6.W.4.2 :</u>	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
<u>SS.6.W.4.3 :</u>	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
<u>SS.6.W.4.4 :</u>	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
<u>SS.6.W.4.5 :</u>	Summarize the important achievements and contributions of ancient Indian civilization.
<u>SS.6.W.4.6 :</u>	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
<u>SS.6.W.4.7 :</u>	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
<u>SS.6.W.4.8 :</u>	Describe the contributions of classical and post classical China.
<u>SS.6.W.4.10 :</u>	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
<u>SS.6.W.4.11 :</u>	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
<u>SS.6.W.4.12 :</u>	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

SS.6.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

SS.6.E.2.1 :

Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

SS.6.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

SS.6.E.3.1 :

Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

SS.6.E.3.2 :

Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

SS.6.E.3.4 :

Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

SS.6.G.1 Understand how to use maps and other geographic representations, tools and technology to report information.

SS.6.G.1.1 :

Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.

SS.6.G.1.2 :

Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.

SS.6.G.1.4 :

Utilize tools geographers use to study the world.

SS.6.G.1.5 :

Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.

SS.6.G.1.6 :

Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.

SS.6.G.1.7 :

Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

SS.6.G.2 Understand physical and cultural characteristics of places.

SS.6.G.2.1 :

Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

<u>SS.6.G.2.2 :</u>	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
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<u>SS.6.G.2.4 :</u>	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
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<u>SS.6.G.2.5 :</u>	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
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<u>SS.6.G.2.6 :</u>	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
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<u>SS.6.G.2.7 :</u>	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
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SS.6.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

<u>SS.6.G.3.1 :</u>	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
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<u>SS.6.G.3.2 :</u>	Analyze the impact of human populations on the ancient world's ecosystems.
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SS.6.G.4 Understand the characteristics, distribution, and migration of human populations.

<u>SS.6.G.4.1 :</u>	Explain how family and ethnic relationships influenced ancient cultures.
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<u>SS.6.G.4.2 :</u>	Use maps to trace significant migrations, and analyze their results.
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<u>SS.6.G.4.3 :</u>	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
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SS.6.G.5 Understand how human actions can impact the environment.

<u>SS.6.G.5.1 :</u>	Identify the methods used to compensate for the scarcity of resources in the ancient world.
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SS.6.G.6 Understand how to apply geography to interpret the past and present and plan for the future.

SS.6.G.6.1 :

Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.

SS.6.G.6.2 :

Compare maps of the world in ancient times with current political maps.

LACC.68.RH.1 Key Ideas and Details

LACC.68.RH.1.1 :

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

LACC.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.

LACC.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).

LACC.68.WHST.1 Text Types and Purposes

LACC.68.WHST.1.1 :

Write arguments focused on *discipline-specific content*.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

LACC.68.WHST.1.1a :

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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

[LACC.68.WHST.1.2c :](#)

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

[LACC.68.WHST.1.2d :](#)

Use precise language and domain-specific vocabulary to inform about or explain the topic.

[LACC.68.WHST.1.2e :](#)

Establish and maintain a formal style and objective tone.

[LACC.68.WHST.1.2f :](#)

Provide a concluding statement or section that follows from and supports the information or explanation presented.

[MACC.K12.MP.1 Make sense of problems and persevere in solving them.](#)

[MACC.K12.MP.1.1 :](#)

Make sense of problems and persevere in solving them.

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

[MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.](#)

MACC.K12.MP.3.1 :

Construct viable arguments and critique the reasoning of others.

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.

MACC.K12.MP.5 Use appropriate tools strategically.

MACC.K12.MP.5.1 :

Use appropriate tools strategically.

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

	<p>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.</p>
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MACC.K12.MP.6 Attend to precision.

<u>MACC.K12.MP.6.1 :</u>	<p>Attend to precision.</p> <p>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.</p>
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SS.6.W.2 Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).

<u>SS.6.W.2.3 :</u>	Identify the characteristics of civilization.
<u>SS.6.W.2.4 :</u>	Compare the economic, political, social, and religious institutions of ancient river civilizations.
<u>SS.6.W.2.5 :</u>	Summarize important achievements of Egyptian civilization.
<u>SS.6.W.2.7 :</u>	Summarize the important achievements of Mesopotamian civilization.
<u>SS.6.W.2.10 :</u>	Compare the emergence of advanced civilizations in Meso and

South America with the four early river valley civilizations.

LACC.68.RH.2 Craft and Structure

LACC.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.

LACC.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).

LACC.68.WHST.2 Production and Distribution of Writing

LACC.68.WHST.2.4 :

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.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.

LACC.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.

LACC.68.RH.3 Integration of Knowledge and Ideas

LACC.68.RH.3.7 :

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LACC.68.RH.3.8 :

Distinguish among fact, opinion, and reasoned judgment in a text.

LACC.68.RH.3.9 :

Analyze the relationship between a primary and secondary source on the same topic.

LACC.68.WHST.3 Research to Build and Present Knowledge

LACC.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.

LACC.68.WHST.3.9 :

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

LACC.68.WHST.4 Range of Writing

LACC.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.



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