M/J World History (#2109010)

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Course Number: 2109010

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

Abbreviated Title: M/J WORLD HIST

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Course Status: Course Approved

GENERAL NOTES

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices

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

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

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

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:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

Course Standards

Aligned Clusters:

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

Name	Description
SS.6.C.1.1:	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy. **Remarks/Examples:** Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.
SS.6.C.1.2:	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.2:	Describe and identify traditional and command economies as they appear in different civilizations.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
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.3.1:	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.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
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.1.1:	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.1.3:	Identify natural wonders of the ancient world. **Remarks/Examples:** Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
SS.6.G.1.4:	Utilize tools geographers use to study the world. **Remarks/Examples:** Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
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. **Remarks/Examples:** Examples are major rivers, seas, oceans.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. **Remarks/Examples:** Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
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.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. **Remarks/Examples:** Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations. **Remarks/Examples:** Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. **Remarks/Examples:** Examples are Egypt, Rome, Greece, China, Kush.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. **Remarks/Examples:** Examples are China limits and Greece invites.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. **Remarks/Examples:** Examples are Phoenicia on Greece and Greece on Rome.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. **Remarks/Examples:** Examples are terracing, seasonal crop rotations, resource development.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems. **Remarks/Examples:** Examples are desertification, deforestation, abuse of resources, erosion.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results. **Remarks/Examples:** Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.
SS.6.G.4.3:	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.
SS.6.G.4.4:	Map and analyze the impact of the spread of various belief systems in the ancient world. **Remarks/Examples:** Examples are Buddhism, Christianity, Judaism.
	Identify the methods used to compensate for the scarcity of resources in the ancient world.

SS.6.G.5.1:	**Remarks/Examples:** Examples are water in the Middle East, fertile soil, fuel.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3:	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. **Remarks/Examples:** Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
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.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.2:	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
SS.6.W.1.3:	Interpret primary and secondary sources. **Remarks/Examples:** Examples are artifacts, images, auditory sources, written sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences. **Remarks/Examples:** Examples are archaeology, geography, political science, economics.
SS.6.W.1.5:	Describe the roles of historians and recognize varying historical interpretations (historiography).
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.2.1:	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
SS.6.W.2.2:	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
SS.6.W.2.3:	Identify the characteristics of civilization. **Remarks/Examples:** Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.
SS.6.W.2.4:	Compare the economic, political, social, and religious institutions of ancient river civilizations. **Remarks/Examples:** Examples are Nile, Tigris-Euphrates, Indus, Huang He.
SS.6.W.2.5:	Summarize important achievements of Egyptian civilization. **Remarks/Examples:** Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.
SS.6.W.2.6:	Determine the contributions of key figures from ancient Egypt. **Remarks/Examples:** Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.
SS.6.W.2.7:	Summarize the important achievements of Mesopotamian civilization. **Remarks/Examples:** Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.
SS.6.W.2.8:	Determine the impact of key figures from ancient Mesopotamian civilizations. **Remarks/Examples:** Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.
SS.6.W.2.9:	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area. **Remarks/Examples:** Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.
SS.6.W.2.10:	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations. **Remarks/Examples:** Examples are Olmec, Zapotec, Chavin.
SS.6.W.3.1:	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).
SS.6.W.3.2:	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
SS.6.W.3.3:	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
SS.6.W.3.4:	Explain the causes and effects of the Persian and Peloponnesian Wars.
SS.6.W.3.5:	Summarize the important achievements and contributions of ancient Greek civilization. **Remarks/Examples:** Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.
SS.6.W.3.6:	Determine the impact of key figures from ancient Greece. **Remarks/Examples:** Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.
SS.6.W.3.7:	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period. **Remarks/Examples:** Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.
	Determine the impact of significant figures associated with ancient Rome.

SS.6.W.3.8:	**Remarks/Examples:** Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.
SS.6.W.3.9:	Explain the impact of the Punic Wars on the development of the Roman Empire.
SS.6.W.3.10:	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).
SS.6.W.3.11:	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
SS.6.W.3.12:	Explain the causes for the growth and longevity of the Roman Empire. **Remarks/Examples:** Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.
SS.6.W.3.13:	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. **Remarks/Examples:** Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.
SS.6.W.3.14:	Describe the key achievements and contributions of Roman civilization. **Remarks/Examples:** Examples are art and architecture, engineering, law, literature, technology.
SS.6.W.3.15:	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana. **Remarks/Examples:** Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.
SS.6.W.3.16:	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
SS.6.W.3.17:	Explain the spread and influence of the Latin language on Western Civilization. **Remarks/Examples:** Examples are education, law, medicine, religion, science.
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.2:	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. **Remarks/Examples:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.
SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4:	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia. **Remarks/Examples:** Examples are The Four Noble Truths, Three Qualities, Eightfold Path.
SS.6.W.4.5:	Summarize the important achievements and contributions of ancient Indian civilization. **Remarks/Examples:** Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.
SS.6.W.4.6:	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
SS.6.W.4.7:	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. **Remarks/Examples:** Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.
SS.6.W.4.8:	Describe the contributions of classical and post classical China. **Remarks/Examples:** Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.
SS.6.W.4.9:	Identify key figures from classical and post classical China. **Remarks/Examples:** Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.
SS.6.W.4.10:	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.
SS.6.W.4.11:	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.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; 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, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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:	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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 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.
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.
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.
MAFS.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.
MAFS.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.
MAFS.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 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.
MAFS.K12.MP.6.1:	**Attend to precision.** 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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the 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.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention. **Remarks/Examples:** Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

Related Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

There are more than 420 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: http://www.cpalms.org/Public/PreviewCourse/Preview/13319