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Levy's Required Instruction Report for 2020-2021 Academic Year - Submitted on: 7/2/2021

## A. History and content of the Declaration of Independence

**Selected grade(s): Grade K, Grade 1, Grade 2**

**Selected course(s) \***

5021020 - Social Studies Grade K  
 5021030 - Social Studies Grade 1  
 5021040 - Social Studies Grade 2

**Selected instructional materials used \***

Networks Social Studies Florida, Grade K, Grade K-5  
 Networks Social Studies Florida, Grade 1, Grade K-5  
 Networks Social Studies Florida, Grade 2, Grade K-5

**Provided details about the instruction that took place in the courses and grades selected above \***

Kindergarten starts with recognizing national holidays and important celebrations.

1st- Identify people from the past that have demonstrated character and principles such as honesty, courage as well as responsibility. Introducing symbols and people that represent American Constitutional Democracy. Introduce and develop an understanding of a primary source.

2nd- Examining primary and secondary sources with basic documents for their age level.

**Selected grade(s): Grade 3, Grade 4, Grade 5**

**Selected course(s) \***

5021050 - Social Studies Grade 3  
 5021060 - Social Studies Grade 4  
 5021070 - Social Studies Grade 5

**Selected instructional materials used \***

Networks Social Studies Florida, Grade 5, Grade K-5  
 Networks Social Studies Florida, Grade 3, Grade K-5  
 Networks Social Studies Florida, Grade 4, Grade K-5

**Provided details about the instruction that took place in the courses and grades selected above \***

3rd- Begin analyzing primary and secondary sources.

4th- Continue analyzing primary and secondary sources.

5th- Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses. Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American Independence.

**Selected grade(s): Grade 7, Grade 8**

**Selected course(s) \***

2100015 - M/J United States History & Career Planning  
 2106010 - M/J Civics

**Selected instructional materials used \***

Florida Middle School Civics, Grade 6-8  
 Florida Middle School United States History - Early Years, Grade 6-8

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**Provided details about the instruction that took place in the courses and grades selected above \***

Civics: Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

M/J US History: Examine the structure, content, and consequences of the Declaration of Independence.

**Selected grade(s): Grade 12**

**Selected course(s) \***

2106310 - United States Government

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**Selected instructional materials used \***

Pearson Florida Magruder's American Government, Pearson Education, Inc., 1st ed.

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**Provided details about the instruction that took place in the courses and grades selected above \***

US Government- Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights. Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

**B. History, meaning, significance, and effect of the provisions of the Constitution of the United States**

**Selected grade(s): Grade K, Grade 1, Grade 2**

**Selected course(s) \***

5021020 - Social Studies Grade K  
 5021030 - Social Studies Grade 1  
 5021040 - Social Studies Grade 2

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**Selected instructional materials used \***

Networks Social Studies Florida, Grade K, Grade K-5  
 Networks Social Studies Florida, Grade 1, Grade K-5  
 Networks Social Studies Florida, Grade 2, Grade K-5

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**Provided details about the instruction that took place in the courses and grades selected above \***

Kindergarten: Define and give examples of rules and laws, and why they are important. Explain the purpose and necessity of rules and laws at home, school, and community. Analyze primary sources.

1st: Explain the purpose of rules and laws in the school and community.

2nd: Identify the Constitution as the document which establishes the structure, function, powers, and limits of the American government.

**Selected grade(s): Grade 3, Grade 4, Grade 5**

**Selected course(s) \***

5021050 - Social Studies Grade 3  
 5021060 - Social Studies Grade 4  
 5021070 - Social Studies Grade 5

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**Selected instructional materials used \***

Networks Social Studies Florida, Grade 3, Grade K-5  
 Networks Social Studies Florida, Grade 4, Grade K-5  
 Networks Social Studies Florida, Grade 5, Grade K-5

**Provided details about the instruction that took place in the courses and grades selected above \***

3rd: Explain how the government was established through a written Constitution. Recognize that the Constitution of the United States is the supreme law of the land.

4th: Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

5th: Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution. Analyze how the Constitution has expanded voting rights from our nation's early history to today. Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution. Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights. Give examples of powers granted to the federal government and those reserved for the states. Describe the amendment process as defined in Article V of the Constitution and give examples. Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts. Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

**Selected grade(s): Grade 6, Grade 7, Grade 8****Selected course(s) \***

2106010 - M/J Civics  
 2100015 - M/J United States History & Career Planning  
 2104000 - M/J Social Studies

**Selected instructional materials used \***

Florida Middle School United States History - Early Years, Grade 6-8  
 Florida Middle School Civics, Grade 6-8  
 Florida Middle School World History, Early Ages, Grade 6-8

**Provided details about the instruction that took place in the courses and grades selected above \***

Civics: Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy. Compare the constitutions of the United States and Florida.

M/J Social Studies: 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).

**Selected grade(s): Grade 10, Grade 11, Grade 12****Selected course(s) \***

2106310 - United States Government  
 2100310 - United States History  
 2100320 - United States History Honors

**Selected instructional materials used \***

Pearson Florida Magruder's American Government, Pearson Education, Inc., 1st ed.  
 Pearson Florida United States History, Grade 9-12

**Provided details about the instruction that took place in the courses and grades selected above \***

US History & Honors: Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

US Government: Evaluate, take and defend positions on the founding ideals and principles in the American Constitutional government. Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning the ratification of the Constitution and the inclusion of a bill of rights. Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. Evaluate the constitutional provisions establishing citizenship, and assess the

criteria among citizens by birth, naturalized citizens, and non-citizens. Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. Why rights have limits and are not absolute. Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights. Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government. Analyze the structure, functions, and processes of the legislative branch as described in Article I of the Constitution. Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution. Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution. Analyze the role of judicial review in American constitutional government. Contrast how the Constitution safeguards and limits individual rights. Simulate the judicial decision-making process in interpreting law at the state and federal level. Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Examine constitutional powers (expressed, implied, concurrent, reserved). Examine how power and responsibility are distributed, shared, and limited by the Constitution.

## C. Arguments in support of adopting our republican form of government

**Selected grade(s):** Grade 7, Grade 8

**Selected course(s) \***

2106010 - M/J Civics

2100015 - M/J United States History & Career Planning

**Selected instructional materials used \***

Florida Middle School United States History - Early Years, Grade 6-8

Florida Middle School Civics, Grade 6-8

iCivics

**Provided details about the instruction that took place in the courses and grades selected above \***

Civics: Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and the inclusion of a bill of rights.

M/J US History: Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to the ratification of the U.S. Constitution.

**Selected grade(s):** Grade 12

**Selected course(s) \***

2106310 - United States Government

**Selected instructional materials used \***

Pearson Florida Magruder's American Government, Pearson Education, Inc., 1st ed.

**Provided details about the instruction that took place in the courses and grades selected above \***

US Government: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

## D. Flag education

**Selected grade(s):** Grade K, Grade 1, Grade 2

**Selected course(s) \***

5021020 - Social Studies Grade K

5021030 - Social Studies Grade 1

5021040 - Social Studies Grade 2

**Selected instructional materials used \***

Networks Social Studies Florida, Grade K, Grade K-5

Networks Social Studies Florida, Grade 1, Grade K-5

Networks Social Studies Florida, Grade 2, Grade K-5

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**Provided details about the instruction that took place in the courses and grades selected above \***

Kindergarten: Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage. Recognize the importance of U.S. symbols.

1st: Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage. Recognize symbols and individuals that represent American constitutional democracy.

2nd: Recognize symbols, individuals, events, and documents that represent the United States.

## E. Elements of civil government

**Selected grade(s): Grade 3, Grade 4**

**Selected course(s) \***

5021050 - Social Studies Grade 3

5021060 - Social Studies Grade 4

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**Selected instructional materials used \***

Networks Social Studies Florida, Grade 3, Grade K-5

Networks Social Studies Florida, Grade 4, Grade K-5

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**Provided details about the instruction that took place in the courses and grades selected above \***

3rd: Identify the levels of government (local, state, federal). Describe how the government is organized at the local level.

4th: Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).

**Selected grade(s): Grade 8**

**Selected course(s) \***

2106010 - M/J Civics

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**Selected instructional materials used \***

Florida Middle School Civics, Grade 6-8

iCivics

CPALMS

readworks

The DBQ Project: Mini-Q's in American History Volume607-1877

guidance.Holt McDougal: US History Beginnings to 1877s that is a Guided Reading Notebook for ELL students

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**Provided details about the instruction that took place in the courses and grades selected above \***

Civics: Explain how federal, state, and local taxes support the economy as a function of the United States government. Experience the responsibilities of citizens at the local, state, or federal levels. Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level. Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action. Illustrate the law making process at the local, state, and federal levels. Identify sources and types (civil, criminal, constitutional, military) of law. Differentiate between local, state, and federal governments' obligations and services.

**Selected grade(s): Grade 12**

**Selected course(s) \***

2106310 - United States Government

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**Selected instructional materials used \***

Pearson Florida Magruder's American Government, Pearson Education, Inc., 1st ed.

**Provided details about the instruction that took place in the courses and grades selected above \***

US Government: Experience the responsibilities of citizens at the local, state, or federal levels. Analyze public policy solutions or courses of action to resolve a local, state, or federal issue. Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes. Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.

**F. History of the United States**

**Selected grade(s):** Grade 2, Grade 5

**Selected course(s) \***

5021040 - Social Studies Grade 2

5021070 - Social Studies Grade 5

**Selected instructional materials used \***

Networks Social Studies Florida, Grade 2, Grade K-5

Networks Social Studies Florida, Grade 5, Grade K-5

**Provided details about the instruction that took place in the courses and grades selected above \***

2nd: Recognize that Native Americans were the first inhabitants in North America. Compare the cultures of Native American tribes from various geographic regions of the United States. Describe the impact of immigrants on the Native Americans. Explore ways the daily life of people living in Colonial America changed over time. Identify reasons people came to the United States throughout history. Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.

5th: Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit). Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River). Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment. Describe technological developments that shaped European exploration. Investigate (nationality, sponsoring country, motives, dates, and routes of travel, accomplishments) the European explorers. Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. Identify the economic, political, and socio-cultural motivation for colonial settlement. Compare characteristics of New England, Middle, and Southern colonies. Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies. Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe. Describe the introduction, impact, and role of slavery in the colonies. Identify and explain significant events leading up to the American Revolution. Identify significant individuals and groups who played a role in the American Revolution. Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence. Examine and explain the changing roles and impact of significant women during the American Revolution. Examine and compare major battles and military campaigns of the American Revolution. Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. Explain economic, military, and political factors that led to the end of the Revolutionary War. Evaluate the personal and political hardships resulting from the American Revolution. Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787). Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy. Describe the causes and effects of the Louisiana Purchase. Identify the roles and contributions of significant people during the period of westward expansion. Examine 19th-century advancements (canals, roads, steamboats, flatboats, overland wagons, Pony Express, railroads) in transportation and communication. Explain the importance of the explorations west of the Mississippi River. Identify the causes and effects of the War of 1812. Explain how westward expansion affected Native Americans. Discuss the concept of Manifest Destiny. Describe the causes and effects of the Missouri Compromise. Describe the hardships of settlers along the overland trails to the west.

**Selected grade(s):** Grade 8

**Selected course(s) \***

2100015 - M/J United States History & Career Planning

**Selected instructional materials used \***

Florida Middle School United States History - Early Years, Grade 6-8

iCivics

CPALMS

The DBQ Project: Mini-Q's in American History Volume607-1877

**Provided details about the instruction that took place in the courses and grades selected above \***

M/J US History (We teach it in 7th and Civics in 8th)

M/J US History: Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America. Compare the characteristics of the New England, Middle, and Southern colonies. Differentiate economic systems of New England, Middle, and Southern colonies including indentured servants and slaves as labor sources. Identify the impact of key colonial figures on the economic, political, and social development of the colonies. Discuss the impact of colonial settlement on Native American populations. Examine the causes, course, and consequences of the French and Indian War. Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America. Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774. Explain American colonial reaction to British policy from 1763 - 1774. Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts. Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war. Describe the influence of individuals on social and political developments during the Revolutionary era. Examine the causes, course, and consequences of the American Revolution. Examine the structure, content, and consequences of the Declaration of Independence. Examine individuals and groups that affected political and social motivations during the American Revolution. Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention. Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president). Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to the ratification of the U.S. Constitution. Examine the influences of George Washington's presidency in the formation of the new nation. Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency. Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency. Examine this time period (1763-1815) from the perspective of historically underrepresented groups (children, indentured servants, Native Americans, slaves, women, working-class). Examine key events in Florida history as each impacts this era of American history. Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase). Describe the debate surrounding the spread of slavery into western territories and Florida. Examine the experiences and perspectives of significant individuals and groups during this era of American History. Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations. Explain the causes, course, and consequences of the 19th-century transportation revolution on the growth of the nation's economy. Identify technological improvements (inventions/inventors) that contributed to industrial growth. Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry. Describe the influence of individuals on social and political developments of this era in American History. Analyze the causes, course and consequences of the Second Great Awakening on social reform movements. Analyze the impact of technological advancements on the agricultural economy and slave labor. Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system. Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory. Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history. Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments). Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history. Identify key ideas and influences of Jacksonian democracy. Examine key events and peoples in Florida history as each impacts this era of American history. Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period. Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate). Analyze the role of slavery in the development of sectional conflict. Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency. Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War. Compare Union and Confederate strengths and weaknesses. Compare significant Civil War battles and events and their effects on civilian populations. Examine key events and peoples in Florida history as each impacts this era of American history. Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

**Selected grade(s): Grade 10, Grade 11**

**Selected course(s) \***

2100320 - United States History Honors  
2100310 - United States History

**Selected instructional materials used \***

Pearson Florida United States History, Grade 9-12

**Provided details about the instruction that took place in the courses and grades selected above \***

US History:

Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

Compare the first and second Industrial Revolutions in the United States.

Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

Identify significant inventors of the Industrial Revolution including African Americans and women.

Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement)

Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel)

Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

Review different economic and philosophic ideologies.

Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct inju

Examine key events and peoples in Florida history as they relate to United States history.

Analyze the major factors that drove United States imperialism.

Explain the motives of the United States acquisition of the territories.

Examine causes, course, and consequences of the Spanish American War.

Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its co

Examine causes, course, and consequences of United States involvement in World War I.

Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espic

Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, wo

Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

Examine key events and peoples in Florida history as they relate to United States history.

Discuss the economic outcomes of demobilization.

Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

Examine the impact of United States foreign economic policy during the 1920s.

Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

Describe efforts by the United States and other world powers to avoid future wars.

Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Je

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

Examine causes, course, and consequences of the Great Depression and the New Deal.

Examine key events and people in Florida history as they relate to United States history.

Examine causes, course, and consequences of World War II on the United States and the world.

Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

Examine efforts to expand or contract rights for various populations during World War II.

Explain the impact of World War II on domestic government policy.



Analyze the use of atomic weapons during World War II and the aftermath of the bombings.

Describe the attempts to promote international justice through the Nuremberg Trials.

Analyze the effects of the Red Scare on domestic United States policy.

Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

Examine causes, course, and consequences of the Korean War.

Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

Analyze causes, course, and consequences of the Vietnam War.

Examine key events and peoples in Florida history as they relate to United States history.

Identify causes for Post-World War II prosperity and its effects on American society.

Analyze the significance of Vietnam and Watergate on the government and people of the United States.

Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and

Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, env

Analyze the effects of foreign and domestic terrorism on the American people.

Examine changes in immigration policy and attitudes toward immigration since 1950.

Examine key events and key people in Florida history as they relate to United States history.

Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

Examine the changing status of women in the United States from post-World War II to present.

Evaluate the success of 1960s era presidents' foreign and domestic policies.

Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

## G. History of the Holocaust (1933 - 1945)

**Selected grade(s):** Grade 9, Grade 10, Grade 11, Grade 12

**Selected course(s) \***

2109310 - World History  
2100310 - United States History

**Selected instructional materials used \***

Pearson Florida United States History, Grade 9-12  
Pearson Florida World History, Grade 9-12

**Provided details about the instruction that took place in the courses and grades selected above \***

SS.912.A.4.9 Compare how the war impacted German Americans, Asian Americans, African Americans, Jewish Americans, Native Americans, woman and dissenters in the United States.

SS.912.A.6.3 Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

SS.912.A.6.7 Describe the attempts to promote international justice through the Nuremberg Trials.

SS.912.W.7.7 Trace the causes and key events related to World War II.

SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism,, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

SS.912.P.10.2 Identify how cultures change over time and vary within nations and internationally.

SS.912.P.10.3 Discuss the relationship between culture and conceptions of self and identity.

SS.912.P.10.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

SS.912.P.10.12 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

**Selected grade(s): Grade K, Grade 1, Grade 5**

**Selected course(s) \***

5021020 - Social Studies Grade K

5021030 - Social Studies Grade 1

5021070 - Social Studies Grade 5

**Selected instructional materials used \***

Networks Social Studies Florida, Grade K, Grade K-5

Networks Social Studies Florida, Grade 1, Grade K-5

Networks Social Studies Florida, Grade 5, Grade K-5

Readworks.org

**Provided details about the instruction that took place in the courses and grades selected above \***

SS.K.A.2.1 Compare children and families of today with those in the past.

SS.1.A.2.2 Compare life now with life in the past.

SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

SS.1.C.3.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways.

SS.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

## H. History of African Americans

**Selected grade(s): Grade K, Grade 1, Grade 2**

**Selected course(s) \***

5021020 - Social Studies Grade K

5021030 - Social Studies Grade 1

5021040 - Social Studies Grade 2

**Selected instructional materials used \***

Networks Social Studies Florida, Grade K, Grade K-5

Networks Social Studies Florida, Grade 1, Grade K-5

Networks Social Studies Florida, Grade 2, Grade K-5

Sanford Harmony

**Provided details about the instruction that took place in the courses and grades selected above \***

Kindergarten: Compare our nation's holidays with holidays of other cultures.

1st:

Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.  
Recognize the physical and social dimensions of health.

2nd:

Explore ways the daily life of people living in Colonial America changed over time.  
 Identify reasons people came to the United States throughout history.  
 Describe how friends' health practices influence health behaviors of others.

**Selected grade(s): Grade 3, Grade 4, Grade 5**

**Selected course(s) \***

5021050 - Social Studies Grade 3  
 5021060 - Social Studies Grade 4  
 5021070 - Social Studies Grade 5

**Selected instructional materials used \***

Networks Social Studies Florida, Grade 3, Grade K-5  
 Networks Social Studies Florida, Grade 4, Grade K-5  
 Networks Social Studies Florida, Grade 5, Grade K-5

**Provided details about the instruction that took place in the courses and grades selected above \***

3rd:

Discuss the positive and negative impacts media may have on health.  
 Promote positive behaviors to others.

4th:

Identify the significance of Fort Mose as the first free African community in the United States.  
 Summarize challenges Floridians faced during Reconstruction.  
 Describe the contributions of significant individuals to Florida.  
 Identify Florida's role in the Civil Rights Movement.  
 Identify examples of mental/emotional, physical, and social health.

5th:

Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.  
 Compare characteristics of New England, Middle, and Southern colonies.  
 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.  
 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.  
 Describe the introduction, impact, and role of slavery in the colonies.  
 Model responsible personal health behaviors.

**Selected grade(s): Grade 6, Grade 7, Grade 8**

**Selected course(s) \***

2104000 - M/J Social Studies  
 2106010 - M/J Civics  
 2100015 - M/J United States History & Career Planning

**Selected instructional materials used \***

Florida Middle School Civics, Grade 6-8  
 Florida Middle School United States History - Early Years, Grade 6-8  
 Florida Middle School World History, Early Ages, Grade 6-8  
 iCivics  
 CPALMS

**Provided details about the instruction that took place in the courses and grades selected above \***

6th:

Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

7th:

Analyze the impact of the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 19<sup>th</sup>, 24<sup>th</sup>, and 26<sup>th</sup> amendments on the participation of minority groups in the American political process.  
 Articulate the possible causes of conflict among youth in schools and communities.  
 Examine how peers may influence the health behaviors of adolescents.

8th:

Compare the characteristics of the New England, Middle, and Southern colonies.

Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.

Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on it

Describe the debate surrounding the spread of slavery into western territories and Florida.

Examine the experiences and perspectives of significant individuals and groups during this era of American History.

Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

Analyze the impact of technological advancements on the agricultural economy and slave labor.

Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and American history.

Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

Analyze the role of slavery in the development of sectional conflict.

Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

Compare Union and Confederate strengths and weaknesses.

Compare significant Civil War battles and events and their effects on civilian populations.

Examine key events and peoples in Florida history as each impacts this era of American history.

Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment)

Assess the role of Africans and other minority groups in the economic development of the United States.

**Selected grade(s): Grade 10, Grade 11**

**Selected course(s) \***

2100320 - United States History Honors  
2100310 - United States History

**Selected instructional materials used \***

Pearson Florida United States History, Grade 9-12

**Provided details about the instruction that took place in the courses and grades selected above \***

US History:

Review causes and consequences of the Civil War.

Assess the influence of significant people or groups on Reconstruction.

Describe the issues that divided Republicans during the early Reconstruction era.

Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the Un

Identify significant inventors of the Industrial Revolution including African Americans and women.

Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct inj

Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, we

Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Je

Examine efforts to expand or contract rights for various populations during World War II.

Explain the impact of World War II on domestic government policy.

Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and

Evaluate the success of 1960s era presidents' foreign and domestic policies.

Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

Assess how the school and community can affect personal health practice and behaviors.

**I. Elementary principles of agriculture**

**Selected grade(s):** Grade 6

**Selected course(s) \***

2104000 - M/J Social Studies

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**Selected instructional materials used \***

Florida Middle School United States History - Early Years, Grade 6-8

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**Provided details about the instruction that took place in the courses and grades selected above \***

6th:

Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.  
Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

## J. The true effects of all alcoholic and intoxicating liquors

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

**Selected course(s) \***

5020030 - Science - Grade Two  
5020010 - Science - Grade K  
5020020 - Science Grade One  
5020040 - Science - Grade Three  
5020050 - Science - Grade Four  
5020060 - Science - Grade Five

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**Selected instructional materials used \***

IFAS Nutrition

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**Provided details about the instruction that took place in the courses and grades selected above \***

Kindergarten:

Name healthy behaviors that family members should practice.  
Recognize the consequences of not following rules/practices when making healthy and safe decisions.

1st:

Identify how children learn health behaviors from family and friends.  
Explain the consequences of not following rules/practices when making healthy and safe decisions.

2nd:

Describe how family rules and practices influence health behaviors.  
Compare the consequences of not following rules/practices when making healthy and safe decisions.

3rd:

Discuss the potential short-term personal impact of each option when making a health-related decision.  
Explore how family and friend's traditions and customs may influence health behaviors.

4th:

Explain the important role that friends/peers may play on health practices and behaviors.  
Predict the potential short-term impact of each option on self and others when making a health-related decision.

5th:

Investigate influences that change health beliefs and behaviors.  
Compare the potential short-term impact of each option on self and others when making a health-related decision.

**Selected grade(s):** Grade 6, Grade 7, Grade 8

**Selected course(s) \***

3026010 - HOPE-Physical Education (Core)  
1506320 - HOPE-Physical Education Variation

**Selected instructional materials used \***

Edgenuity Life Management Skills  
Corner Drugstore

**Provided details about the instruction that took place in the courses and grades selected above \***

6th:

Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.  
Determine how social norms may impact healthy and unhealthy behavior.  
Specify the potential outcomes of each option when making a health-related decision.

7th:

Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.  
Evaluate how changes in social norms impact healthy and unhealthy behavior.  
Select healthy alternatives over unhealthy alternatives when making a decision.

8th:

Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.  
Explain how the perceptions of norms influence healthy and unhealthy behaviors.  
Compile the potential outcomes of each option when making a health-related decision.

**Selected grade(s): Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

3026010 - HOPE-Physical Education (Core)  
1506320 - HOPE-Physical Education Variation

**Selected instructional materials used \***

Hope PE

**Provided details about the instruction that took place in the courses and grades selected above \***

9th-12th Hope PE using Ever fi-Mental Health Portal

Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.  
Analyze how the perceptions of norms influence healthy and unhealthy behaviors.  
Appraise the potential short-term and long-term outcomes of each alternative on self and others.

**K. Kindness to animals**

**Selected grade(s): Grade 1**

**Selected course(s) \***

5021030 - Social Studies Grade 1

**Selected instructional materials used \***

Networks Social Studies Florida, Grade 1, Grade K-5

**Provided details about the instruction that took place in the courses and grades selected above \***

1st:

Show respect and kindness to people and animals.

**L. History of the state**

**Selected grade(s): Grade 4**

**Selected course(s) \***

5021060 - Social Studies Grade 4

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**Selected instructional materials used \***

Networks Social Studies Florida, Grade 4, Grade K-5

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**Provided details about the instruction that took place in the courses and grades selected above \***

4th:

Identify explorers who came to Florida and the motivations for their expeditions.

Describe causes and effects of European colonization on the Native American tribes of Florida.

Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).

Identify the significance of Fort Mose as the first free African community in the United States.

Identify the effects of Spanish rule in Florida.

Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

Explain how the Seminole tribe formed and the purpose for their migration.

Explain how Florida (Adams-Onis Treaty) became a U.S. territory.

Identify the causes and effects of the Seminole Wars.

Explain the effects of technological advances on Florida.

Describe pioneer life in Florida.

Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.

**Selected grade(s): Grade 7**

**Selected course(s) \***

2100015 - M/J United States History & Career Planning

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**Selected instructional materials used \***

Florida Middle School United States History - Early Years, Grade 6-8

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**Provided details about the instruction that took place in the courses and grades selected above \***

7th Grade US History (we do Civics in 8th)

Examine key events in Florida history as each impacts this era of American history.

**Selected grade(s): Grade 10, Grade 11**

**Selected course(s) \***

2100320 - United States History Honors

2100310 - United States History

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**Selected instructional materials used \***

Pearson Florida United States History, Grade 9-12

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**Provided details about the instruction that took place in the courses and grades selected above \***

US History:

Examine key events and peoples in Florida history as they relate to United States history.

## M. Conservation of natural resources

**Selected grade(s): Grade 4**

**Selected course(s) \***

5020050 – Science – Grade Four  
5008060 – Health – Grade 4

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**Selected instructional materials used \***

HMH Florida Science, Grade K-5

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**Provided details about the instruction that took place in the courses and grades selected above \***

4th:

Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

**NI. Community health**

**Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5**

**Selected course(s) \***

5020060 – Science – Grade Five  
5020010 – Science – Grade K  
5020020 – Science Grade One  
5020040 – Science – Grade Three  
5020050 – Science – Grade Four  
5020030 – Science – Grade Two  
5008020 – Health – Kindergarten  
5008030 – Health – Grade 1  
5008040 – Health – Grade 2  
5008050 – Health – Grade 3  
5008060 – Health – Grade 4  
5008070 – Health – Grade 5

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**Selected instructional materials used \***

HMH Florida Science, Grade K-5

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**Provided details about the instruction that took place in the courses and grades selected above \***

5th: Persuade others to make positive health choices.

4th: Assist others to make positive health choices.

3rd: Promote positive behaviors to others.

2nd: Support peers when making positive health choices.

1st: Encourage others to make positive health choices.

Kindergarten: Help others to make positive health choices

**Selected grade(s): Grade 6, Grade 7, Grade 8**

**Selected course(s) \***

3026010 – HOPE-Physical Education (Core)  
1506320 – HOPE-Physical Education Variation

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**Selected instructional materials used \***

Hope PE  
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**Provided details about the instruction that took place in the courses and grades selected above \***

8th: Promote positive health choices with the influence and support of others.

8th: Work cooperatively to advocate for healthy individuals, peers, families, and schools.

7th: Utilize the influence of others to promote positive health choices.

7th: Work cooperatively to advocate for healthy individuals, peers, and families.

6th: Practice how to influence and support others when making positive health choices.



6th: Work cooperatively to advocate for healthy individuals, families, and schools.

## N10. Prevention and control of disease

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

### Selected course(s) \*

5008020 - Health - Kindergarten  
 5008030 - Health - Grade 1  
 5008040 - Health - Grade 2  
 5008050 - Health - Grade 3  
 5008060 - Health - Grade 4  
 5008070 - Health - Grade 5  
 5020010 - Science - Grade K  
 5020020 - Science Grade One  
 5020030 - Science - Grade Two  
 5020040 - Science - Grade Three  
 5020050 - Science - Grade Four  
 5020060 - Science - Grade Five

### Selected instructional materials used \*

HMH Florida Science, Grade K-5

### Provided details about the instruction that took place in the courses and grades selected above \*

Kindergarten-5th:

5th: Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.

4th: Identify the human body parts and organs that work together to form healthy body systems.

3rd: Recognize that body parts and organs work together to form human body systems.

2nd: Recognize the locations and functions of major human organs.

1st: Identify the correct names of human body parts.

Kindergarten Recognize there are body parts inside and outside of the body.

**Selected grade(s):** Grade 6, Grade 7, Grade 8

### Selected course(s) \*

1506320 - HOPE-Physical Education Variation  
 3026010 - HOPE-Physical Education (Core)  
 8502000 - Life Management Skills

### Selected instructional materials used \*

Everfi  
 Hope PE  
 Edgenuity Life Management Skills

### Provided details about the instruction that took place in the courses and grades selected above \*

6th-8th:

8th: Identify major chronic diseases that impact human body systems.

8th: Explore how heredity and family history can affect personal health.

7th: Classify infectious agents and their modes of transmission to the human body.

7th: Describe how heredity can affect personal health.

6th: Explain how body systems are impacted by hereditary factors and infectious agents.

6th: Recognize how heredity can affect personal health.

**Selected grade(s):** Grade 9, Grade 10, Grade 11, Grade 12

**Selected course(s) \***

1506320 - HOPE-Physical Education Variation  
3026010 - HOPE-Physical Education (Core)

**Selected instructional materials used \***

Everfi

**Provided details about the instruction that took place in the courses and grades selected above \***

9th-12th

9th-12th Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.  
9th-12th Analyze how heredity and family history can impact personal health.

## **N11. Substance use and abuse**

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

**Selected course(s) \***

5022000 - Study Hall-Elementary  
5010020 - Functional Basic Skills in Reading-Elementary  
5015050 - Physical Education - Grade 3  
5015060 - Physical Education - Grade 4  
5015070 - Physical Education - Grade 5  
5020100 - STEM Lab Grade 3  
5020110 - STEM Lab Grade 4  
5020120 - STEM Lab Grade 5

**Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher  
School Counselor  
Levy Prevention Coalition Counselor

**Selected instructional materials used \***

Monique Burr Foundation Grades K-5 Child Safety Matters  
Too Good For Drugs Program

**Provided details about the instruction that took place in the courses and grades selected above \***

*MBF Child Safety Matters*® Mental Health/Substance Abuse Supplemental Lessons by the Monique Burr Foundation for Children.

The blended Mental Health and Substance Abuse supplemental lessons are designed to follow the two school-based lessons for *MBF Child Safety Matters* (CSM). The evidence-informed lessons are designed for elementary school students in grades K-5 to educate and empower children and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and identifying Safe Adults, to encourage mental wellness, healthy coping skills, refusal skills practice and provide an introduction to substance use and abuse. *MBF Reinforcement Materials*: Parent Information Sheets, Safety Rules Posters and a School Banner with resources and hotlines.

**Selected grade(s):** Grade 6, Grade 7, Grade 8

**Selected course(s) \***

8502000 - Life Management Skills  
1700100 - M/J Critical Thinking, Problem Solving, and Learning Strategies  
1001010 - M/J Language Arts 1  
1001040 - M/J Language Arts 2  
1001070 - M/J Language Arts 3  
2001010 - M/J Earth/Space Science  
2000010 - M/J Life Science

2003010 - M/J Physical Science  
 1700110 - M/J AVID 6th  
 1508400 - M/J Extreme/Alternative Sports - Grade 8  
 1508020 - M/J Team Sports - Grade 7

**Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher  
 School Counselor  
 Levy Prevention Coalition Counselor

**Selected instructional materials used \***

Everfi  
 Monique Burr Foundation - Teen Safety Matters, Grades 6-8  
 Alcohol Literacy Challenge

**Provided details about the instruction that took place in the courses and grades selected above \***

*MBF Teen Safety Matters*® MH/SA Supplemental Lessons by the Monique Burr Foundation for Children.

The blended Mental Health and Substance Abuse supplemental lessons are designed to follow the two school-based lessons for *MBF Teen Safety Matters* (TSM). The evidence-informed lessons are designed for middle school students in grades 6-8 to educate and empower children/teens and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and identifying Safe Adults. The lessons address youth mental health, mental illness, self-harm and suicide prevention, and substance use and abuse. Students learn healthy coping techniques, how to identify resources, how to safely seek assistance, and practice refusal skills. *MBF Reinforcement Materials*: Class Notes Sheets, Student Resource Cards with help hotlines, Parent Information Sheets, Safety Rules Posters and a School Banner with resources and hotlines.

**Selected grade(s): Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

1506320 - HOPE-Physical Education Variation  
 3026010 - HOPE-Physical Education (Core)  
 2002500 - Marine Science 1  
 1501340 - Weight Training 1  
 2109310 - World History  
 1001400 - English 4  
 2106310 - United States Government  
 2000310 - Biology 1  
 2100310 - United States History  
 1001310 - English 1  
 1001340 - English 2  
 1001370 - English 3  
 1001420 - Advanced Placement English Language and Composition

**Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher  
 School Counselor

**Selected instructional materials used \***

Everfi  
 Monique Burr Foundation - Teen Safety Matters, Grades 9-12

**Provided details about the instruction that took place in the courses and grades selected above \***

*MBF Teen Safety Matters*® MH/SA Supplemental Lessons by the Monique Burr Foundation for Children.

The blended Mental Health and Substance Abuse supplemental lessons are designed to follow the two school-based lessons for *MBF Teen Safety Matters* (TSM). The evidence-informed lessons are designed for high school students in grades 9-12 to educate and empower children/teens and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and identifying Safe Adults. The lessons address youth mental health, mental illness, self-harm and suicide prevention, and substance use and abuse. Students learn healthy coping techniques, how to identify resources, how to safely seek assistance, and practice refusal skills. *MBF Reinforcement Materials*: Class Notes Sheets, Student Resource Cards with help hotlines, Parent Information Sheets, Safety Rules Posters and a School Banner with resources and hotlines.

## N12. Teen dating violence and abuse

**Selected grade(s):** Grade 7, Grade 8

**Selected course(s) \***

1506320 - HOPE-Physical Education Variation  
3026010 - HOPE-Physical Education (Core)  
8502000 - Life Management Skills

**Selected instructional materials used \***

Everfi  
Edgenuity Life Management Skills

**Provided details about the instruction that took place in the courses and grades selected above \***

7th-8th:

7th: Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.  
7th: Predict when health-related situations require the application of a thoughtful decision-making process.  
8th: Illustrate skills necessary for effective communication with family, peers, and others to enhance health.  
8th: Determine when health-related situations require the application of a thoughtful prepared plan of action.

**Selected grade(s):** Grade 9, Grade 10, Grade 11, Grade 12

**Selected course(s) \***

1506320 - HOPE-Physical Education Variation  
3026010 - HOPE-Physical Education (Core)

**Selected instructional materials used \***

Everfi

**Provided details about the instruction that took place in the courses and grades selected above \***

9th-12th

9th-12th Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.  
9th-12th Determine the value of applying a thoughtful decision-making process in health-related situations.

## N2. Consumer health

**Selected grade(s):** Grade 9, Grade 10, Grade 11, Grade 12

**Selected course(s) \***

3026010 - HOPE-Physical Education (Core)  
1506320 - HOPE-Physical Education Variation

**Selected instructional materials used \***

Hope PE

**Provided details about the instruction that took place in the courses and grades selected above \***

HOPE PE <https://everfi.com/courses/k-12/wellness-mental-health-education/>

HE.912.B.3.4 Justify when professional health services or providers may be required.

**Selected grade(s): Grade 7, Grade 8****Selected course(s) \***

3026010 - HOPE-Physical Education (Core)  
 1506320 - HOPE-Physical Education Variation  
 8502000 - Life Management Skills

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**Selected instructional materials used \***

Hope PE  
 Edgenuity Life Management Skills

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**Provided details about the instruction that took place in the courses and grades selected above \***

8th: Research marketing strategies behind health-related media messages.  
 8th: Analyze the influence of technology on personal and family health.  
 7th: Analyze how messages from media influence health behaviors.  
 7th: Evaluate the influence of technology in locating valid health information.

**Selected grade(s): Grade 3, Grade 4, Grade 5****Selected course(s) \***

5020040 - Science - Grade Three  
 5020050 - Science - Grade Four  
 5020060 - Science - Grade Five  
 5008070 - Health - Grade 5  
 5008060 - Health - Grade 4  
 5008050 - Health - Grade 3

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**Selected instructional materials used \***

HMH Florida Science, Grade K-5

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**Provided details about the instruction that took place in the courses and grades selected above \***

Used Sanford Harmony, UF/IFAS Nutrition

5th Determine how media influences family health behaviors and the selection of health information, products, and services.  
 5th: Describe ways that technology can influence family health behaviors.  
 4th: Explain how media influences personal thoughts, feelings, and health behaviors.  
 4th: Explain how technology influences personal thoughts, feelings, and health behaviors.  
 3rd: Discuss the positive and negative impacts media may have on health.  
 3rd: Discuss the positive and negative impacts technology may have on health.

**N3. Environmental health****Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5****Selected course(s) \***

5020010 - Science - Grade K  
 5020020 - Science Grade One  
 5020030 - Science - Grade Two  
 5020040 - Science - Grade Three  
 5020050 - Science - Grade Four  
 5020060 - Science - Grade Five  
 5008020 - Health - Kindergarten  
 5008030 - Health - Grade 1  
 5008040 - Health - Grade 2  
 5008050 - Health - Grade 3  
 5008060 - Health - Grade 4

5008070 - Health - Grade 5

**Selected instructional materials used \***

HMH Florida Science, Grade K-5  
Sanford Harmony

**Provided details about the instruction that took place in the courses and grades selected above \***

Sanford Harmony and UF/IFAS were the resources

5th Explain ways a safe, healthy home environment and school environment promote personal health.  
5th Compare the potential short-term impact of each option on self and others when making a health-related decision.  
4th Describe ways a safe, healthy school environment can promote personal health.  
4th Predict the potential short-term impact of each option on self and others when making a health-related decision.  
3rd Describe ways a safe, healthy classroom can promote personal health.  
3rd Discuss the potential short-term personal impact of each option when making a health-related decision.  
2nd: Describe ways a safe, healthy home environment can promote personal health.  
2nd: Compare the consequences of not following rules/practices when making healthy and safe decisions.  
1st: Describe ways to prevent common communicable diseases.  
1st: Explain the consequences of not following rules/practices when making healthy and safe decisions.  
Kindergarten: Recognize ways to prevent common communicable diseases.  
Kindergarten: Recognize the consequences of not following rules/practices when making healthy and safe decisions.

**Selected grade(s): Grade 6, Grade 7, Grade 8****Selected course(s) \***

1506320 - HOPE-Physical Education Variation  
3026010 - HOPE-Physical Education (Core)  
8502000 - Life Management Skills

**Selected instructional materials used \***

Edgenuity Life Management Skills  
Hope PE

**Provided details about the instruction that took place in the courses and grades selected above \***

EverFi in Hope Life Management Skills in Edgenuity

8th Predict how environmental factors affect personal health.  
6th Identify environmental factors that affect personal health.  
7th Analyze how environmental factors affect personal health.

**Selected grade(s): Grade 9, Grade 10, Grade 11, Grade 12****Selected course(s) \***

1506320 - HOPE-Physical Education Variation  
3026010 - HOPE-Physical Education (Core)

**Selected instructional materials used \***

Hope PE

**Provided details about the instruction that took place in the courses and grades selected above \***

HOPE

Evaluate how environment and personal health are interrelated.

## N4. Family life

**Selected grade(s): Grade 7, Grade 8**

**Selected course(s) \***

1506320 - HOPE-Physical Education Variation  
3026010 - HOPE-Physical Education (Core)  
8502000 - Life Management Skills

**Selected instructional materials used \***

Edgenuity Life Management Skills  
Everfi

**Provided details about the instruction that took place in the courses and grades selected above \***

8TH Assess the importance of assuming responsibility for personal health behaviors, including sexual behavior.  
7TH: Examine the importance of assuming responsibility for personal health behaviors.  
6th Examine how family influences the health of adolescents.  
7th: Examine how family health behaviors influence health of adolescents.  
8th: Illustrate skills necessary for effective communication with family, peers, and others to enhance health.

**Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5**

**Selected course(s) \***

5008070 - Health - Grade 5  
5020060 - Science - Grade Five  
5020010 - Science - Grade K  
5020020 - Science Grade One  
5020030 - Science - Grade Two  
5020040 - Science - Grade Three  
5020050 - Science - Grade Four  
5008050 - Health - Grade 3  
5008060 - Health - Grade 4

**Selected instructional materials used \***

Sanford Harmony

**Provided details about the instruction that took place in the courses and grades selected above \***

5th: Predict how families may influence various health practices of children.  
5th: Model responsible for personal health behaviors.  
4th: Explain the importance of family on health practices and behaviors.  
3rd: Explore how family and friend's traditions and customs may influence health behaviors.  
3rd: Practice responsible personal health behaviors.  
2nd: Describe how family rules and practices influence health behaviors.  
2nd: Describe ways a safe, healthy home environment can promote personal health.  
1st: Identify how children learn health behaviors from family and friends.  
1st: Tell about behaviors that avoid or reduce health risks.  
Kindergarten: Name healthy behaviors that family members should practice.  
Kindergarten: Identify healthy practices and behaviors to maintain or improve personal health.

**Selected grade(s): Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

1506320 - HOPE-Physical Education Variation  
3026010 - HOPE-Physical Education (Core)

**Selected instructional materials used \***

Hope PE

**Provided details about the instruction that took place in the courses and grades selected above \***

HOPE PE: Explain skills needed to communicate effectively with family, peers, and others to enhance health.  
HOPE PE: Analyze how the family influences the health of individuals.

**N5. Mental and emotional health**

**Selected grade(s):** Grade 9, Grade 10, Grade 11, Grade 12

**Selected course(s) \***

3026010 - HOPE-Physical Education (Core)  
1506320 - HOPE-Physical Education Variation  
2109310 - World History  
2002500 - Marine Science 1  
1001400 - English 4  
1501340 - Weight Training 1  
2000310 - Biology 1  
2100310 - United States History  
2106310 - United States Government  
1001310 - English 1  
1001340 - English 2  
1001370 - English 3  
1001420 - Advanced Placement English Language and Composition

**Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher  
School Counselor

**Selected instructional materials used \***

Hope PE  
Everfi  
Monique Burr Foundation (MBF) General - [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org)  
Monique Burr Foundation - Teen Safety Matters, Grades 9-12  
Lauren's Kids: Safer Smarter Teens

**Provided details about the instruction that took place in the courses and grades selected above \***

9: Classroom lessons are presented using the *MBF Teen Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review and pre-/post-tests.

10: Classroom lessons are presented using the *MBF Teen Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review and pre-/post-tests.

11: Classroom lessons are presented using the *MBF Teen Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review and pre-/post-tests.



12: Classroom lessons are presented using the *MBF Teen Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review and pre-/post-tests.

**Selected grade(s): Grade 6, Grade 7, Grade 8**

**Selected course(s) \***

8502000 – Life Management Skills  
 3026010 – HOPE-Physical Education (Core)  
 2001010 – M/J Earth/Space Science  
 2000010 – M/J Life Science  
 2003010 – M/J Physical Science  
 1700110 – M/J AVID 6th  
 1508020 – M/J Team Sports – Grade 7  
 1508400 – M/J Extreme/Alternative Sports – Grade 8  
 1001010 – M/J Language Arts 1  
 1001040 – M/J Language Arts 2  
 1001070 – M/J Language Arts 3  
 1700100 – M/J Critical Thinking, Problem Solving, and Learning Strategies

**Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher  
 School Counselor

**Selected instructional materials used \***

Monique Burr Foundation (MBF) General - [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org)  
 Monique Burr Foundation - Teen Safety Matters, Grades 6-8  
 Sanford Harmony  
 Lauren's Kids: Safer Smarter Teens  
 Everfi

**Provided details about the instruction that took place in the courses and grades selected above \***

6: Classroom lessons are presented using the *MBF Teen Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review and pre-post-tests. EVERFI, Incorporated to provide a Mental Wellness Basics course. Mental Wellness Basics is a digital and offline materials and resources that introduces middle and high school students to mental health education. The mental wellness activities and lessons in this digital program focuses on supporting students in identifying threats to mental health early, and taking measures to increase factors that protect mental health, introducing students to the experiences of others in order to develop awareness and empathy, reduce stigma, and provide facts on the prevalence and symptoms of mental health conditions, and fostering a mental health mindset to help students develop feelings of self-efficacy and skills that promote and model advocacy for self and others.

EVERFI curriculum includes recognition of signs and symptoms of mental health disorders; Prevention of mental health disorders; Mental health awareness and assistance; How to reduce the stigma around mental health disorders; Awareness of resources, including local school and community; The process for accessing treatment; Strategies to develop healthy coping techniques; Strategies to support a peer, friend, or family member with a mental health disorder; Prevention of suicide; Prevention of the abuse of and addiction to alcohol, nicotine, and drugs. The curriculum included self-awareness, self-management, relationship skills, social awareness, and responsible decision-making.

7: Classroom lessons are presented using the *MBF Teen Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review and pre-post-tests. EVERFI, Incorporated to provide a Mental Wellness Basics course. Mental Wellness Basics is a digital and offline materials and resources that introduces middle and high school students to mental health education. The mental wellness activities and lessons in this digital program focuses on supporting students in identifying threats to mental health early, and taking measures to increase factors that protect mental health, introducing students to the experiences of others in order to develop awareness and empathy, reduce stigma, and provide facts on the prevalence and symptoms of mental health conditions, and fostering a mental health mindset to help students develop feelings of self-efficacy and skills that promote and model advocacy for self and others.

EVERFI curriculum includes recognition of signs and symptoms of mental health disorders; Prevention of mental health disorders; Mental health awareness and assistance; How to reduce the stigma around mental health disorders; Awareness of resources, including local school and

community; The process for accessing treatment; Strategies to develop healthy coping techniques; Strategies to support a peer, friend, or family member with a mental health disorder; Prevention of suicide; Prevention of the abuse of and addiction to alcohol, nicotine, and drugs. The curriculum included self-awareness, self-management, relationship skills, social awareness, and responsible decision-making.

8: Classroom lessons are presented using the *MBF Teen Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review and pre-post-tests. EVERFI, Incorporated to provide a Mental Wellness Basics course. Mental Wellness Basics is a digital and offline materials and resources that introduces middle and high school students to mental health education. The mental wellness activities and lessons in this digital program focuses on supporting students in identifying threats to mental health early, and taking measures to increase factors that protect mental health, introducing students to the experiences of others in order to develop awareness and empathy, reduce stigma, and provide facts on the prevalence and symptoms of mental health conditions, and fostering a mental health mindset to help students develop feelings of self-efficacy and skills that promote and model advocacy for self and others.

EVERFI curriculum includes recognition of signs and symptoms of mental health disorders; Prevention of mental health disorders; Mental health awareness and assistance; How to reduce the stigma around mental health disorders; Awareness of resources, including local school and community; The process for accessing treatment; Strategies to develop healthy coping techniques; Strategies to support a peer, friend, or family member with a mental health disorder; Prevention of suicide; Prevention of the abuse of and addiction to alcohol, nicotine, and drugs. The curriculum included self-awareness, self-management, relationship skills, social awareness, and responsible decision-making.

**Selected grade(s): Grade 1, Grade 2, Grade 3, Grade 4, Grade 5**

**Selected course(s) \***

5020010 - Science - Grade K  
 5020020 - Science Grade One  
 5020030 - Science - Grade Two  
 5020040 - Science - Grade Three  
 5020050 - Science - Grade Four  
 5022000 - Study Hall-Elementary  
 5013060 - Music - Grade Kindergarten  
 5001010 - Art - Grade Kindergarten  
 5013070 - Music - Grade 1  
 5001020 - Art - Grade 1  
 5013080 - Music - Grade 2  
 5001030 - Art - Grade 2  
 5013090 - Music - Intermediate 1  
 5001040 - Art - Intermediate 1  
 5013100 - Music - Intermediate 2  
 5001050 - Art - Intermediate 2  
 5013110 - Music - Intermediate 3  
 5001060 - Art - Intermediate 3  
 5010020 - Functional Basic Skills in Reading-Elementary  
 5015060 - Physical Education - Grade 4  
 5015050 - Physical Education - Grade 3  
 5015070 - Physical Education - Grade 5  
 5020100 - STEM Lab Grade 3  
 5020110 - STEM Lab Grade 4  
 5020120 - STEM Lab Grade 5

**Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher  
 School Counselor  
 Levy County Prevention Coalition Counselor,

**Selected instructional materials used \***

Sanford Harmony  
 Promoting Alternative Thinking Strategies (PATHS)  
 Too Good For Drugs  
 Monique Burr Foundation (MBF) General - [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org)  
 Monique Burr Foundation - Mental Health Matters

*Provided details about the instruction that took place in the courses and grades selected above \**

Provided details about the instruction that took place in the courses and grades selected above

MBF Child Safety Matters® Mental Health/Substance Abuse Supplemental Lessons by the Monique Burr Foundation for Children.

The blended Mental Health and Substance Abuse supplemental lessons are designed to follow the two school-based lessons for MBF Child Safety Matters (CSM). The evidence-informed lessons are designed for elementary school students in grades K-5 to educate and empower children and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and identifying Safe Adults, to encourage mental wellness, healthy coping skills, refusal skills practice and provide an introduction to substance use and abuse. MBF Reinforcement Materials: Parent Information Sheets, Safety Rules Posters and a School Banner with resources and hotlines.

## N6. Injury prevention and safety

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

**Selected course(s) \***

5008020 - Health - Kindergarten  
 5008030 - Health - Grade 1  
 5008040 - Health - Grade 2  
 5008050 - Health - Grade 3  
 5008060 - Health - Grade 4  
 5008070 - Health - Grade 5  
 5020010 - Science - Grade K  
 5020020 - Science Grade One  
 5020030 - Science - Grade Two  
 5020040 - Science - Grade Three  
 5020050 - Science - Grade Four  
 5020060 - Science - Grade Five

**Selected instructional materials used \***

Promoting Alternative Thinking Strategies (PATHS)  
 Sanford Harmony  
 IFAS Nutrition

Provided details about the instruction that took place in the courses and grades selected above \*

5th Describe the relationship between healthy behaviors and personal health.  
 5th: Compare ways to prevent common childhood injuries and health problems.  
 4th Identify the relationship between healthy behaviors and personal health.  
 4th Describe ways to prevent common childhood injuries and health problems.  
 3rd: Describe healthy behaviors that affect personal health.  
 3rd: Recognize common childhood health conditions.  
 2nd: Identify that healthy behaviors affect personal health.  
 2nd: Describe ways to prevent childhood injuries in the home, school, and community settings.  
 1st: Identify healthy behaviors.  
 1st: Identify ways to prevent childhood injuries in the home, school, and community settings.  
 Kindergarten: Recognize healthy behaviors.  
 Kindergarten: Recognize ways to prevent childhood injuries in the home, school, and community settings.

**Selected grade(s):** Grade 6, Grade 7, Grade 8

**Selected course(s) \***

1506320 - HOPE-Physical Education Variation  
 3026010 - HOPE-Physical Education (Core)  
 8502000 - Life Management Skills

**Selected instructional materials used \***

Everfi  
Edgenuity Life Management Skills  
Hope PE

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**Provided details about the instruction that took place in the courses and grades selected above \***

7th: Select healthy alternatives over unhealthy alternatives when making a decision.  
6th: Choose healthy alternatives over unhealthy alternatives when making a decision.  
6th: Specify the potential outcomes of each option when making a health-related decision.  
8th: Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.  
7th: Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.  
6th: Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

**Selected grade(s): Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

1506320 - HOPE-Physical Education Variation  
3026010 - HOPE-Physical Education (Core)

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**Selected instructional materials used \***

Hope PE

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**Provided details about the instruction that took place in the courses and grades selected above \***

HOPE PE: Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.

**N7. Internet safety**

**Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5**

**Selected course(s)**

5022000 - Study Hall-Elementary  
5001010 - Art - Grade Kindergarten  
5001020 - Art - Grade 1  
5001030 - Art - Grade 2  
5001040 - Art - Intermediate 1  
5001050 - Art - Intermediate 2  
5001060 - Art - Intermediate 3  
5013060 - Music - Grade Kindergarten  
5013070 - Music - Grade 1  
5013080 - Music - Grade 2  
5013090 - Music - Intermediate 1  
5013100 - Music - Intermediate 2  
5013110 - Music - Intermediate 3  
5010020 - Functional Basic Skills in Reading-Elementary  
5015060 - Physical Education - Grade 4  
5015070 - Physical Education - Grade 5  
5020100 - STEM Lab Grade 3  
5020110 - STEM Lab Grade 4  
5020120 - STEM Lab Grade 5  
5015050 - Physical Education - Grade 3

**Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher  
 School Counselor  
 Levy County Prevention Coalition Counselor, School Resource Officer

**Selected method(s) of delivering instruction \***

Oral  
 Online

**Selected instructional materials used \***

Sanford Harmony  
 Monique Burr Foundation Grades K-5 Child Safety Matters  
 Child Lures  
 Lauren's Kids: Safer Smarter Schools

**Provided details about the instruction that took place in the courses and grades selected above \***

Delivery of Instruction:

K: Classroom lessons are presented using the *MBF Child Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review.

1: Classroom lessons are presented using the *MBF Child Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review.

2: Classroom lessons are presented using the *MBF Child Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review.

3: Classroom lessons are presented using the *MBF Child Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review.

4: Classroom lessons are presented using the *MBF Child Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review.

5: Classroom lessons are presented using the *MBF Child Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review.

Material and Resources:

K: *MBF Child Safety Matters*® Elementary School Curriculum by the Monique Burr Foundation for Children.

The program is a comprehensive, evidence-based curriculum for elementary school students in grades K-5 that educates and empowers children and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and Safe Adults, to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse and exploitation/trafficking, as well as digital abuse dangers. Four independent research studies have examined the effectiveness of the program with positive results for both student knowledge gains and facilitator implementation fidelity. *MBF Reinforcement Materials*: Parent Information Sheets, 5 Safety Rules Safe Adult Bookmarks, Safety Rules Posters and School Banner.

1: *MBF Child Safety Matters*® Elementary School Curriculum by the Monique Burr Foundation for Children.

The program is a comprehensive, evidence-based curriculum for elementary school students in grades K-5 that educates and empowers children

The program is a comprehensive, evidence-based curriculum for elementary school students in grades K-5 that educates and empowers children and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and Safe Adults, to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse and exploitation/trafficking, as well as digital abuse dangers. Four independent research studies have examined the effectiveness of the program with positive results for both student knowledge gains and facilitator implementation fidelity. *MBF Reinforcement Materials*: Parent Information Sheets, 5 Safety Rules Safe Adult Bookmarks, Safety Rules Posters and School Banner.

2: *MBF Child Safety Matters*® Elementary School Curriculum by the Monique Burr Foundation for Children.

The program is a comprehensive, evidence-based curriculum for elementary school students in grades K-5 that educates and empowers children and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and Safe Adults, to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse and exploitation/trafficking, as well as digital abuse dangers. Four independent research studies have examined the effectiveness of the program with positive results for both student knowledge gains and facilitator implementation fidelity. *MBF Reinforcement Materials*: Parent Information Sheets, 5 Safety Rules Safe Adult Bookmarks, Safety Rules Posters and School Banner.

3: *MBF Child Safety Matters*® Elementary School Curriculum by the Monique Burr Foundation for Children.

The program is a comprehensive, evidence-based curriculum for elementary school students in grades K-5 that educates and empowers children and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and Safe Adults, to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse and exploitation/trafficking, as well as digital abuse dangers. Four independent research studies have examined the effectiveness of the program with positive results for both student knowledge gains and facilitator implementation fidelity. *MBF Reinforcement Materials*: Parent Information Sheets, 5 Safety Rules Safe Adult Bookmarks, Safety Rules Posters and School Banner.

4: *MBF Child Safety Matters*® Elementary School Curriculum by the Monique Burr Foundation for Children. The program is a comprehensive, evidence-based curriculum for elementary school students in grades K-5 that educates and empowers children and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and Safe Adults, to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse and exploitation/trafficking, as well as digital abuse dangers. Four independent research studies have examined the effectiveness of the program with positive results for both student knowledge gains and facilitator implementation fidelity. *MBF Reinforcement Materials*: Parent Information Sheets, 5 Safety Rules Safe Adult Bookmarks, Safety Rules Posters and School Banner.

5: *MBF Child Safety Matters*® Elementary School Curriculum by the Monique Burr Foundation for Children. The program is a comprehensive, evidence-based curriculum for elementary school students in grades K-5 that educates and empowers children and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and Safe Adults, to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse and exploitation/trafficking, as well as digital abuse dangers. Four independent research studies have examined the effectiveness of the program with positive results for both student knowledge gains and facilitator implementation fidelity. *MBF Reinforcement Materials*: Parent Information Sheets, 5 Safety Rules Safe Adult Bookmarks, Safety Rules Posters and School Banner.

**Selected grade(s): Grade 6, Grade 7, Grade 8**

**Selected course(s)**

1700100 - M/J Critical Thinking, Problem Solving, and Learning Strategies  
 1001010 - M/J Language Arts 1  
 1001040 - M/J Language Arts 2  
 1001070 - M/J Language Arts 3  
 2001010 - M/J Earth/Space Science  
 2000010 - M/J Life Science  
 2003010 - M/J Physical Science  
 1700110 - M/J AVID 6th  
 1508020 - M/J Team Sports - Grade 7  
 1508400 - M/J Extreme/Alternative Sports - Grade 8

**Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher  
 School Counselor

**Selected method(s) of delivering instruction \***

Oral  
 Online

**Selected instructional materials used \***

Everfi  
 Monique Burr Foundation - Teen Safety Matters, Grades 6-8  
 Lauren's Kids: Safer Smarter Teens

**Provided details about the instruction that took place in the courses and grades selected above \***

Delivery of instruction:

6: Classroom lessons are presented using the *MBF Teen Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review.

7: Classroom lessons are presented using the *MBF Teen Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review.

8: Classroom lessons are presented using the *MBF Teen Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review.

Materials:

6: *MBF Teen Safety Matters*® - Middle School Curriculum by the Monique Burr Foundation for Children.

The program is a comprehensive, evidence-informed curriculum for middle school students in grades 6-8 that educates and empowers children/teens and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and Safe Adults, to prevent, recognize, and respond appropriately to bullying, cyberbullying, digital dangers, all types of abuse and exploitation/trafficking, including how to safely seek assistance, set healthy boundaries and identify resources. *MBF Reinforcement Materials*: Class Notes Sheets, Student Resource Cards, Home Learning Assignment, Parent Information Sheets, 5 Safety Rules Safe Adults Bookmarks, Safety Rules Posters and School Banner.

7: *MBF Teen Safety Matters*® - Middle School Curriculum by the Monique Burr Foundation for Children.

The program is a comprehensive, evidence-informed curriculum for middle school students in grades 6-8 that educates and empowers children/teens and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and Safe Adults, to prevent, recognize, and respond appropriately to bullying, cyberbullying, digital dangers, all types of abuse and exploitation/trafficking, including how to safely seek assistance, set healthy boundaries and identify resources. *MBF Reinforcement Materials*: Class Notes Sheets, Student Resource Cards, Home Learning Assignment, Parent Information Sheets, 5 Safety Rules Safe Adults Bookmarks, Safety Rules Posters and School Banner.

8: *MBF Teen Safety Matters*® - Middle School Curriculum by the Monique Burr Foundation for Children.

The program is a comprehensive, evidence-informed curriculum for middle school students in grades 6-8 that educates and empowers children/teens and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and Safe Adults, to prevent, recognize, and respond appropriately to bullying, cyberbullying, digital dangers, all types of abuse and exploitation/trafficking, including how to safely seek assistance, set healthy boundaries and identify resources. *MBF Reinforcement Materials*: Class Notes Sheets, Student Resource Cards, Home Learning Assignment, Parent Information Sheets, 5 Safety Rules Safe Adults Bookmarks, Safety Rules Posters and School Banner.

**Selected grade(s): Grade 9, Grade 10, Grade 11, Grade 12****Selected course(s)**

1506320 - HOPE-Physical Education Variation  
 3026010 - HOPE-Physical Education (Core)  
 2109310 - World History  
 2002500 - Marine Science 1  
 1001400 - English 4  
 1501340 - Weight Training 1  
 8212110 - Administrative Office Technology 1  
 8207310 - Digital Information Technology  
 8212120 - Business Software Applications 1  
 1001310 - English 1  
 1001340 - English 2  
 1001370 - English 3  
 1001420 - Advanced Placement English Language and Composition

**Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher  
School Counselor

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**Selected method(s) of delivering instruction \***

Oral

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**Selected instructional materials used \***

Monique Burr Foundation - Teen Safety Matters, Grades 9-12  
Everfi  
Lauren's Kids: Safer Smarter Teens

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**Provided details about the instruction that took place in the courses and grades selected above \***

Delivery:

9: Classroom lessons are presented using the *MBF Teen Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review.

10: Classroom lessons are presented using the *MBF Teen Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review.

11: Classroom lessons are presented using the *MBF Teen Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review.

12: Classroom lessons are presented using the *MBF Teen Safety Matters*® program by a trained facilitator using a turnkey script along with an engaging, interactive PowerPoint including direct instruction, group discussion, skills-practice activities, videos, and games. Student progress towards learning goals is monitored with the use of an essential review.

Materials:

9: *MBF Teen Safety Matters*® - High School Curriculum by the Monique Burr Foundation for Children.

The program is a comprehensive, evidence-informed curriculum for high school students in grades 9-12 that educates and empowers teens and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and Safe Adults, to prevent, recognize, and respond appropriately to bullying, cyberbullying, digital dangers, all types of abuse and exploitation/trafficking, including how to safely seek assistance, set healthy boundaries and identify resources. *MBF Reinforcement Materials*: Class Notes Sheets, Student Resource Cards, Home Learning Assignment, Parent Information Sheets, 5 Safety Rules Safe Adults Bookmarks, Safety Rules Posters and School Banner.

10: *MBF Teen Safety Matters*® - High School Curriculum by the Monique Burr Foundation for Children.

The program is a comprehensive, evidence-informed curriculum for high school students in grades 9-12 that educates and empowers teens and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and Safe Adults, to prevent, recognize, and respond appropriately to bullying, cyberbullying, digital dangers, all types of abuse and exploitation/trafficking, including how to safely seek assistance, set healthy boundaries and identify resources. *MBF Reinforcement Materials*: Class Notes Sheets, Student Resource Cards, Home Learning Assignment, Parent Information Sheets, 5 Safety Rules Safe Adults Bookmarks, Safety Rules Posters and School Banner.

11: *MBF Teen Safety Matters*® - High School Curriculum by the Monique Burr Foundation for Children.

The program is a comprehensive, evidence-informed curriculum for high school students in grades 9-12 that educates and empowers teens and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and Safe Adults, to prevent, recognize, and respond appropriately to bullying, cyberbullying, digital dangers, all types of abuse and exploitation/trafficking, including how to safely seek assistance, set healthy boundaries and identify resources. *MBF Reinforcement Materials*: Class Notes Sheets, Student Resource Cards, Home Learning Assignment, Parent Information Sheets, 5 Safety Rules Safe Adults Bookmarks, Safety Rules Posters and School Banner.



12: *MBF Teen Safety Matters*® - High School Curriculum by the Monique Burr Foundation for Children.

The program is a comprehensive, evidence-informed curriculum for high school students in grades 9-12 that educates and empowers teens and all relevant adults with developmentally appropriate information and strategies, including 5 Safety Rules and Safe Adults, to prevent, recognize, and respond appropriately to bullying, cyberbullying, digital dangers, all types of abuse and exploitation/trafficking, including how to safely seek assistance, set healthy boundaries and identify resources. *MBF Reinforcement Materials*: Class Notes Sheets, Student Resource Cards, Home Learning Assignment, Parent Information Sheets, 5 Safety Rules Safe Adults Bookmarks, Safety Rules Posters and School Banner.

## N8. Nutrition

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

**Selected course(s) \***

5008020 - Health - Kindergarten  
 5008030 - Health - Grade 1  
 5008040 - Health - Grade 2  
 5008050 - Health - Grade 3  
 5008060 - Health - Grade 4  
 5008070 - Health - Grade 5  
 5020010 - Science - Grade K  
 5020020 - Science Grade One  
 5020030 - Science - Grade Two  
 5020040 - Science - Grade Three  
 5020050 - Science - Grade Four  
 5020060 - Science - Grade Five

**Selected instructional materials used \***

Sanford Harmony  
 Promoting Alternative Thinking Strategies (PATHS)  
 IFAS Nutrition

**Provided details about the instruction that took place in the courses and grades selected above \***

K-5th

5th Summarize healthy options to health-related issues or problems.  
 5th Compare the potential short-term impact of each option on self and others when making a health-related decision.  
 4th Itemize healthy options to health-related issues or problems.  
 4th Predict the potential short-term impact of each option on self and others when making a health-related decision.  
 3rd List healthy options to health-related issues or problems.  
 3rd Discuss the potential short-term personal impact of each option when making a health-related decision.  
 2nd Name healthy options to health-related issues or problems.  
 2nd Compare the consequences of not following rules/practices when making healthy and safe decisions.  
 1st Identify healthy options to health-related issues or problems.  
 1st Explain the consequences of not following rules/ practices when making healthy and safe decisions.  
 Kindergarten: Recognize healthy options to health-related issues or problems.  
 Kindergarten: Recognize the consequences of not following rules/practices when making healthy and safe decisions.

**Selected grade(s):** Grade 6, Grade 7, Grade 8

**Selected course(s) \***

1506320 - HOPE-Physical Education Variation  
 3026010 - HOPE-Physical Education (Core)  
 8502000 - Life Management Skills

**Selected instructional materials used \***

Everfi  
 Hope PE  
 Edgenuity Life Management Skills

**Provided details about the instruction that took place in the courses and grades selected above \***

6th-8th

HE.8.B.5.2 Categorize healthy and unhealthy alternatives to health-related issues or problems.  
 HE.8.B.5.3 Compile the potential outcomes of each option when making a health-related decision.  
 HE.7.B.5.2 Select healthy alternatives over unhealthy alternatives when making a decision.  
 HE.6.B.5.2 Choose healthy alternatives over unhealthy alternatives when making a decision.  
 HE.6.B.5.3 Specify the potential outcomes of each option when making a health-related decision.

**Selected grade(s): Grade 9, Grade 10, Grade 11, Grade 12****Selected course(s) \***

1506320 - HOPE-Physical Education Variation  
 3026010 - HOPE-Physical Education (Core)

**Selected instructional materials used \***

Everfi

**Provided details about the instruction that took place in the courses and grades selected above \***

9th-12th

9th-12th: Generate alternatives to health-related issues or problems.  
 9th-12th: Appraise the potential short-term and long-term outcomes of each alternative on self and others.

**N9. Personal health****Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5****Selected course(s) \***

5008020 - Health - Kindergarten  
 5008030 - Health - Grade 1  
 5008040 - Health - Grade 2  
 5008050 - Health - Grade 3  
 5008060 - Health - Grade 4  
 5008070 - Health - Grade 5  
 5020010 - Science - Grade K  
 5020020 - Science Grade One  
 5020030 - Science - Grade Two  
 5020040 - Science - Grade Three  
 5020050 - Science - Grade Four  
 5020060 - Science - Grade Five

**Selected instructional materials used \***

Sanford Harmony  
 Promoting Alternative Thinking Strategies (PATHS)  
 IFAS Nutrition

**Provided details about the instruction that took place in the courses and grades selected above \***

Kindergarten-5th

5th: Model responsible personal health behaviors.  
 4th: Identify the relationship between healthy behaviors and personal health.  
 3rd: Describe healthy behaviors that affect personal health.

3rd: Practice responsible personal health behaviors.  
 2nd: Identify that healthy behaviors affect personal health.  
 1st: Identify healthy behaviors.  
 1st: Tell about behaviors that avoid or reduce health risks.  
 kindergarten: Recognize healthy behaviors.  
 kindergarten: Identify healthy practices and behaviors to maintain or improve personal health.

**Selected grade(s): Grade 6, Grade 7, Grade 8**

**Selected course(s) \***

1506320 - HOPE-Physical Education Variation  
 3026010 - HOPE-Physical Education (Core)  
 8502000 - Life Management Skills

**Selected instructional materials used \***

Hope PE  
 Edgenuity Life Management Skills

**Provided details about the instruction that took place in the courses and grades selected above \***

6th-8th

8th: Assess the importance of assuming responsibility for personal health behaviors, including sexual behavior.  
 7th: Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.  
 7th: Examine the importance of assuming responsibility for personal health behaviors.  
 6th: Explain the importance of assuming responsibility for personal health behaviors.

**Selected grade(s): Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

1506320 - HOPE-Physical Education Variation  
 3026010 - HOPE-Physical Education (Core)

**Selected instructional materials used \***

Hope PE  
 Everfi

**Provided details about the instruction that took place in the courses and grades selected above \***

9th-12th

9th-12th: Predict how healthy behaviors can affect health status.  
 9th-12th: Analyze the role of individual responsibility in enhancing health.  
 9th-12th: Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.  
 9th-12th: Analyze how heredity and family history can impact personal health.

## P. Study of Hispanic contributions

**Selected grade(s): Grade K, Grade 1, Grade 2**

**Selected course(s) \***

5021020 - Social Studies Grade K  
 5021030 - Social Studies Grade 1  
 5021040 - Social Studies Grade 2

**Selected instructional materials used \***

Networks Social Studies Florida, Grade K, Grade K-5  
 Networks Social Studies Florida, Grade 1, Grade K-5

Networks Social Studies Florida, Grade 2, Grade K-5

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**Provided details about the instruction that took place in the courses and grades selected above \***

Kindergarten-2nd:

3rd: Explain the cultural influences and contributions of immigrants today.

2nd: Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

1st: Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation.

Kindergarten: .A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation.

**Selected grade(s): Grade 8**

**Selected course(s) \***

2100015 - M/J United States History & Career Planning

2100025 - M/J United States History Advanced & Career Planning

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**Selected instructional materials used \***

Florida Middle School United States History - Early Years, Grade 6-8

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**Provided details about the instruction that took place in the courses and grades selected above \***

8th Grade

8th: Assess the role of Africans and other minority groups in the economic development of the United States.

**Selected grade(s): Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

2100010 - M/J United States History

2100320 - United States History Honors

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**Selected instructional materials used \***

Pearson Florida United States History, Grade 9-12

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**Provided details about the instruction that took place in the courses and grades selected above \***

9th-12th

9th-12th: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

9th-12th: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

## Q. Study of women's contributions

**Selected grade(s): Grade 2, Grade 5**

**Selected course(s) \***

5021040 - Social Studies Grade 2

5021070 - Social Studies Grade 5

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**Selected instructional materials used \***

Networks Social Studies Florida, Grade 2, Grade K-5

Networks Social Studies Florida, Grade 5, Grade K-5

**Provided details about the instruction that took place in the courses and grades selected above \***

2nd and 5th:

5th: Examine and explain the changing roles and impact of significant women during the American Revolution.

2nd: Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

**Selected grade(s): Grade 7, Grade 8****Selected course(s) \***

2100015 - M/J United States History & Career Planning

2100025 - M/J United States History Advanced & Career Planning

**Selected instructional materials used \***

Florida Middle School United States History - Early Years, Grade 6-8

**Provided details about the instruction that took place in the courses and grades selected above \***

8th: But taught in 7th and Civics in taught in 8th

8th: Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

8th: Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects

8th: Describe the influence of individuals on social and political developments during the Revolutionary era.

8th: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

8th: Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

8th: Describe the influence of individuals on social and political developments of this era in American History.

8th: Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

8th: Assess the role of Africans and other minority groups in the economic development of the United States.

**Selected grade(s): Grade 10, Grade 11****Selected course(s) \***

2100320 - United States History Honors

2100310 - United States History

**Selected instructional materials used \***

Pearson Florida United States History, Grade 9-12

**Provided details about the instruction that took place in the courses and grades selected above \***

9th-12th:

9th-12th: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and c

9th-12th: Identify significant inventors of the Industrial Revolution including African Americans and women.

9th-12th: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

9th-12th: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**R. Nature and importance of free enterprise****Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5****Selected course(s) \***

5021020 - Social Studies Grade K

5021030 - Social Studies Grade 1

5021040 - Social Studies Grade 2

5021050 - Social Studies Grade 3

5021060 - Social Studies Grade 4  
5021070 - Social Studies Grade 5

**Selected instructional materials used \***

Networks Social Studies Florida, Grade K, Grade K-5  
Networks Social Studies Florida, Grade 1, Grade K-5  
Networks Social Studies Florida, Grade 2, Grade K-5  
Networks Social Studies Florida, Grade 3, Grade K-5  
Networks Social Studies Florida, Grade 4, Grade K-5  
Networks Social Studies Florida, Grade 5, Grade K-5

**Provided details about the instruction that took place in the courses and grades selected above \***

kindergarten-5th:

5th: Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.  
4th: Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.  
4th: People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work.  
4th: Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.  
4th: Describe ways that people who own a business can earn a profit, which is a source of income.  
4th: Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify  
3rd: Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.  
2nd: Recognize that people supply goods and services based on consumer demands.  
1st: Identify that people need to make choices because of scarce resources.  
kindergarten: Recognize that people work to earn money to buy things they need or want.

**Selected grade(s): Grade 7, Grade 8****Selected course(s) \***

2106010 - M/J Civics  
2106025 - M/J Civics, Advanced

**Selected instructional materials used \***

Florida Middle School Civics, Grade 6-8  
Florida Middle School United States History - Early Years, Grade 6-8  
iCivics  
CPALMS  
The DBQ Project, Florida Mini Q's

**Provided details about the instruction that took place in the courses and grades selected above \***

7th and 8th:

SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the developn  
SS.7.E.1.1 Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.  
SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and business in a free market economy.  
SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.  
SS.7.E.2.5 Explain how economic institutions impact the national economy.

**Selected grade(s): Grade 12****Selected course(s) \***

2102310 - Economics

**Selected instructional materials used \***

Pearson Florida Economics, Grade 9-12

**Provided details about the instruction that took place in the courses and grades selected above \***

SS.912.E.1.1 Identify the factors of production and why they are necessary for the production of goods and services.  
 SS.912.E.1.3 Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?  
 SS.912.E.1.8 Explain ways firms engage in price and non-price competition.  
 SS.912.E.2.1 Identify and explain broad economic goals.  
 SS.912.E.2.4 Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.  
 SS.912.E.2.6 Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.  
 SS.912.E.2.11 Assess the economic impact of negative and positive externalities on the local, state, and national environment.  
 SS.912.FL.1.1 Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, and social status.  
 SS.912.FL.1.2 Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain future benefits.  
 SS.912.FL.1.3 Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.  
 SS.912.FL.1.4 Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally profit-oriented.  
 SS.912.FL.1.5 Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.  
 SS.912.FL.1.6 Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from the government to individuals.  
 SS.912.FL.1.7 Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes.

**S. Character development program****Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5****Selected course(s) \***

5020010 – Science – Grade K  
 5020020 – Science Grade One  
 5020030 – Science – Grade Two  
 5020040 – Science – Grade Three  
 5020050 – Science – Grade Four  
 5020060 – Science – Grade Five

**Selected instructional materials used \***

Sanford Harmony  
 Promoting Alternative Thinking Strategies (PATHS)

**Provided details about the instruction that took place in the courses and grades selected above \***

Promoting Alternative Thinking Strategies (PATHS) & Sanford Harmony for K-5 for our character development program

**Selected grade(s): Grade 6, Grade 7, Grade 8****Selected course(s) \***

1506320 – HOPE-Physical Education Variation  
 3026010 – HOPE-Physical Education (Core)  
 8502000 – Life Management Skills

**Selected instructional materials used \***

Everfi  
 Hope PE  
 Edgenuity Life Management Skills  
 Corner Drugstore

**Provided details about the instruction that took place in the courses and grades selected above \***

The students use Everfi in Hope PE, students in the course of Life Skills Management in Edgenuity get character education. Corner Drugstore also provides services on campus to teach Character Education.

**Selected grade(s):** Grade 9, Grade 10, Grade 11, Grade 12

**Selected course(s) \***

1506320 - HOPE-Physical Education Variation  
3026010 - HOPE-Physical Education (Core)

**Selected instructional materials used \***

Everfi

**Provided details about the instruction that took place in the courses and grades selected above \***

Students in Hope PE have character education using Everfi online materials.

## T. To encourage patriotism

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

**Selected course(s) \***

5021020 - Social Studies Grade K  
5021030 - Social Studies Grade 1  
5021040 - Social Studies Grade 2  
5021050 - Social Studies Grade 3  
5021060 - Social Studies Grade 4  
5021070 - Social Studies Grade 5

**Selected instructional materials used \***

Networks Social Studies Florida, Grade K, Grade K-5  
Networks Social Studies Florida, Grade 1, Grade K-5  
Networks Social Studies Florida, Grade 2, Grade K-5  
Networks Social Studies Florida, Grade 3, Grade K-5  
Networks Social Studies Florida, Grade 4, Grade K-5  
Networks Social Studies Florida, Grade 5, Grade K-5

**Provided details about the instruction that took place in the courses and grades selected above \***

kindergarten - 5th:

5th: Identify and explain significant events leading up to the American Revolution.

4th: Identify Florida's role in World War II.

3rd: Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

2nd: Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

1st: Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation.

kindergarten: Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's symbols.

kindergarten: Recognize the importance of U.S. symbols.

**Selected grade(s):** Grade 7, Grade 8

**Selected course(s) \***

2106010 - M/J Civics  
2106020 - M/J Civics, Advanced

**Selected instructional materials used \***

Florida Middle School United States History - Early Years, Grade 6-8  
Florida Middle School Civics, Grade 6-8  
iCivics  
CPALMS  
The DBQ Project, Florida Mini Q's



**Provided details about the instruction that took place in the courses and grades selected above \***

7th-8th

8th: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

7th: Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

**Selected grade(s): Grade 10, Grade 11**

**Selected course(s) \***

2100310 - United States History

2100320 - United States History Honors

**Selected instructional materials used \***

Pearson Florida United States History, Grade 9-12

**Provided details about the instruction that took place in the courses and grades selected above \***

9th-12th:

9th-12th: Review causes and consequences of the Civil War.

9th-12th: Examine causes, course, and consequences of the Spanish American War.

9th-12th: Examine causes, course, and consequences of United States involvement in World War I.

9th-12th: Examine causes, course, and consequences of World War II on the United States and the world.

9th-12th: Examine causes, course, and consequences of the Korean War.

9th-12th: Analyze causes, course, and consequences of the Vietnam War.

9th-12th: Analyze the effects of foreign and domestic terrorism on the American people.

9th-12th: Describe the impact of a global response to international terrorism.

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