



Social Studies Updates

Florida Organization of Instructional Leaders

Timothy MacGregor

Director, Social Studies & The Arts



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

What Will you Gain from this Session?

- **Session Goal:**
 - Provide districts and school leaders with updated information regarding social studies and the implementation of Florida's Civics Literacy Excellence Initiative.

- **Session Topics:**
 - Updates for Regional Civics Coaches.
 - Additional resources available.
 - Summer professional learning events.
 - Standards, benchmarks and courses.
 - Updates for Grades 9-12.

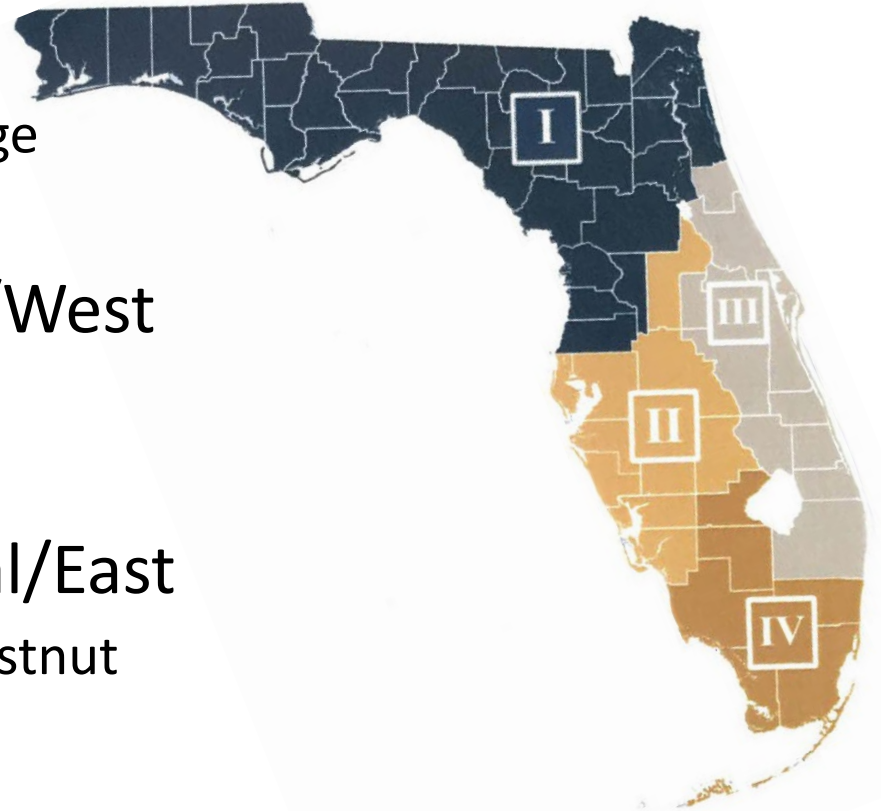


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Regional Civics and Instructional Guide Updates

Regional Civics Literacy Personnel

- Super Region One: North
Regional Director – Tyler Eastridge
Tyler.Eastridge@fldoe.org
- Super Region Two: Central/West
Regional Director – Traci Mulitsa
Traci.Mulitsa@fldoe.org
- Super Region Three: Central/East
Regional Director – Kenneth Chestnut
Kenneth.Chestnut@fldoe.org
- Super Region Four: South
Regional Director – Lauren Kappler
Lauren.Kappler@fldoe.org



Civics Literacy Website



Explore Civics Resources

Browse resources and refine your search using the tools below.

Find Resources Related To Standards

Click 'Search Standards' to browse Florida's civics and government academic state standards.

CivicsLiteracy.org

Instructional Guide for Grades 6-8

- This resource contains strategies to assist educators in implementing the new and revised civics and government benchmarks.
- <https://www.fldoe.org/academics/standards/subject-areas/social-studies/civics-lei.shtml>
- CivicsLiteracy.org/resources/guides



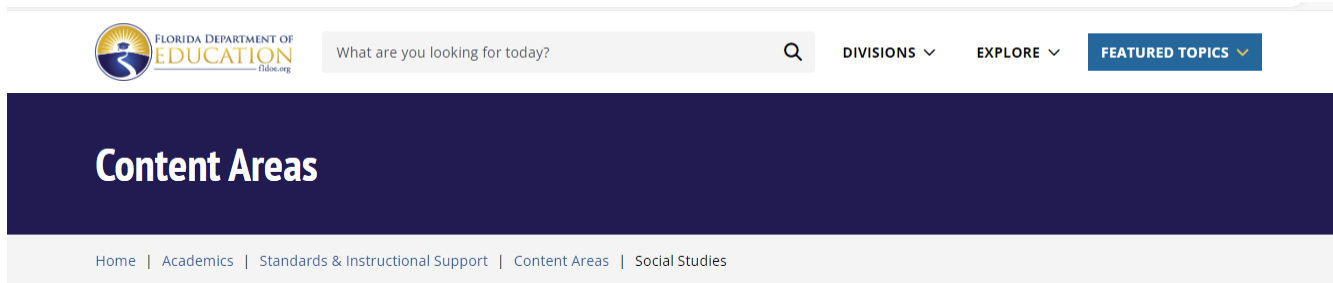
Instructional Guide for Civics

Benchmark: <u>SS.7.CG.1.5</u>
<p>SS.7.CG.1.5: Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <ul style="list-style-type: none"> Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts). Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence.
Terms and Definitions: <u>SS.7.CG.1.5</u>
<ul style="list-style-type: none"> Grievance - Implication of wrongdoing. Individual Rights - Something that is due to a person by law, tradition, or nature. These rights are protected by government not granted from government. Natural Rights - The belief that individuals are born and vested by God and "nature" with basic rights that cannot be taken away by governments. Quarter - To take up or be assigned lodgings (housing). Representation - The state or condition of serving as an official delegate, agent, or spokesperson. The right or privilege of being represented by delegates having a voice in a legislative body. Tax - A contribution for the support of a government required of persons, groups, or businesses within the domain of that government. Taxation - The act or practice of imposing taxes.
<i>Related Vocabulary: Boycott, Consent of the Governed, Debt, Parliament, Petition, Repeal, Tariff</i>
Related Benchmarks: <u>SS.7.CG.1.5</u>
<ul style="list-style-type: none"> SS.7.CG.1.2: Trace the principles underlying America's founding ideas on law and government. SS.7.CG.1.3: Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government. SS.7.CG.1.6: Analyze the ideas and grievances set forth in the Declaration of Independence.
Common Questions: <u>SS.7.CG.1.5</u>
<ul style="list-style-type: none"> Do I have to teach the whole Revolutionary era? <ul style="list-style-type: none"> Remember that the benchmark focus is on connecting how British policies and responses to colonial concerns led to the writing of the Declaration of Independence. Focus on the effects of British policies regarding taxation, representation and individual rights on the colonists' desire for independence.
Student Presuppositions: <u>SS.7.CG.1.5</u>
<ul style="list-style-type: none"> Students may believe that independence was a foregone conclusion. <ul style="list-style-type: none"> This benchmark examines the cause/effect relationship between British colonial policies and their eventual desire for independence (after a "long train of abuses and usurpations"). Students may see the grievances against the King and Parliament as trivial and not important enough to fight a war over. <ul style="list-style-type: none"> After over a century and a half of relative autonomy, the colonists were experiencing the rights they were entitled to as English subjects being stripped away. Not every colonist favored independence, nor was separation the first response to British policy.

Instructional Resources: <u>SS.7.CG.1.5</u>
<p>Primary Resources:</p> <ul style="list-style-type: none"> Declaration of Independence Patrick Henry, Liberty or Death Paul Revere Engraving - "The Bloody Massacre" Proclamation of 1763 The Olive Branch Petition U.S. Constitution (Amendment 3) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> The Avalon Project: Stamp Act (1765) and Repeal of (1766) The Avalon Project: Quartering Act (1765) The Avalon Project: Declaratory Act (1766) The Avalon Project: Townshend Acts (1767) The Constitution Center: Thomas Paine's, Common Sense, (1776) Digital History: Tea Act (1773) The Avalon Project: The Quebec Act (1774)
Suggested Instructional Strategies: <u>SS.7.CG.1.5</u>
<p>Chunk the historical narrative of the "road to the Declaration of Independence" into different events on cards. Have students organize the cards into sequential order to show cause and effect relationships, creating a flow map that incorporates the British policies so that students can see the connection of those policies leading to the writing of the Declaration of Independence.</p>
<p>Have students sort the British Acts in a note guide and check off each box to note if that act was a violation of life, liberty or property (or in some cases more than one).</p>
<p>Cause/Effect graphic organizer: Each British Act is listed in its own box (Cause) and an arrow to the right connects to the Effects box. Students list in the "Acts" boxes what each Act imposed on the colonies and colonists. Students then list in the "Effects" boxes the effect of each of those Acts on the colonies and colonists. This information can then be used to link to the grievances the colonists had and how those grievances led to the decision for independence.</p>
<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <ul style="list-style-type: none"> Assign students the role as a Patriot or Loyalist. Based on the role, write a letter in support or against the American Revolutionary War. Compare British and colonial viewpoints on the Boston Massacre by analyzing various newspapers.
<p>Read an excerpt from <i>Common Sense</i> and have students discuss the influence it had on the colonist convincing them to separate. Additionally, text coding around reasons for separation could be used during the reading.</p>

Social Studies Resources

Florida Department of Education Website



The screenshot shows the top navigation bar of the Florida Department of Education website. It includes the logo on the left, a search bar with the placeholder text "What are you looking for today?", and three menu items: "DIVISIONS", "EXPLORE", and "FEATURED TOPICS". Below the navigation bar is a dark blue banner with the text "Content Areas". Underneath the banner is a breadcrumb trail: "Home | Academics | Standards & Instructional Support | Content Areas | Social Studies".

Computer Science

English Language Arts

Fine Arts

Gifted Education

Health Education

Library Media Services

Mathematics & Science

Physical Education

Social Studies

Staff Contacts

SOCIAL STUDIES

This webpage is intended to provide visitors with information and resources to support the Florida Social Studies Next Generation Sunshine State Standards and the Florida Department of Education's Social Studies Education Program.

Initiatives and Programs

- [African American History](#)
- [Commissioner of Education's African American History Task Force](#)
- [Commissioner of Education's Task Force on Holocaust Education](#)
- [Civic Literacy in Florida Schools](#)
- [U.S. Senate Youth Program \(USSYP\)](#)

Legislation

- [American Founders' Month](#)
- [General requirements for middle grades promotion](#)
- [Required instruction](#)
- [Recitation of the Declaration of Independence](#)
- [Requirements for a standard high school diploma](#)
- [Patriotic programs: rules](#)
- [Permitting study of the Bible and religion; permitting brief meditation period](#)
- [Student assessment program for public schools](#)

<https://www.fldoe.org/academics/standards/subject-areas/social-studies/>

Other Resources

- Hundreds of new lesson plans and original tutorials that align to the Civics and Government standards and benchmarks have recently been approved by the Department and added to CPALMS.org and Florida Joint Center for Citizenship (FJCC).
- The Department has been working on revising our comprehensive standards resources for social studies and it is our plan to have those printed and available at our summer learning events.

Summer Professional Learning

Summer Professional Learning Content

- Several different content areas: Social Studies, Civics, Financial Literacy, Mathematics, Computer Science and Exceptional Student Education.
 - Social Studies sessions will focus on the newly adopted benchmarks and will be broken into three grade bands: K-5, 6-8 and 9-12.
 - Civics Sessions will be broken into three grade bands: K-5, 6-8 and 9-12.
 - Financial Literacy sessions will focus solely on Grades 9-12.

2023 Legislative Updates

House Bill 1537 (2023)

History of Asian Americans and Pacific Islanders

- House Bill (HB) 1537 amended section (s.) 1003.42, Florida Statutes (F.S.), requiring the history of Asian Americans and Pacific Islanders to be included in specified instruction and providing requirements for such instruction.
- A workgroup was convened to review Florida's state academic standards for alignment to these requirements.
- The workgroup provided the Florida Department of Education (FDOE) with recommendations and the proposed benchmarks were adopted in May 2024.

House Bill 1537 (2023)

9/11 Heroes' Day

- Following the passage of HB 1537, the Governor proclaims September 11th of each year as “9/11 Heroes’ Day,” to be observed in all public schools.
- All middle and high school students enrolled in a Civics or United States Government class will receive at least 45 minutes of instruction on “9/11 Heroes’ Day” topics.
- The Civics workgroup was convened to create standards specific to “9/11 Heroes’ Day.”

2024 Legislative Updates

Senate Bill Analysis

- We are now going to take a look at a recent piece of legislation that was signed into law in 2024, Senate Bill (SB) 1264.
- Looking at lines 33-79 of the bill.
- Working with your table or a partner, read through the specified lines of the bill and see if you can answer the question on the next slide.
- We will go over the bill and its effects in greater detail in a few minutes.

Senate Bill Analysis

- What statute is being amended?
- What is being added to required instruction?
- What action is the Florida Department of Education directed to take?
- What grade level(s) does this requirement apply to?

Senate Bill 1264 (2024)

History of Communism

- Senate Bill 1264 amended s. 1003.42, F.S., adding the history communism to be included in specified instruction and provided requirements for such instruction.
- The legislation is not set to take full effect until the 2026-2027 school year.
- It further directs the Florida Department of Education to prepare and offer standards aligned to the requirements of the bill.

Senate Bill 1264 (2024)

Instructional Requirements

- The history of communism in the United States and domestic communist movements, including their histories and tactics.
- Atrocities committed in foreign countries under the guidance of communism.
- Comparative discussion of political ideologies, such as communism and totalitarianism, which conflict with the principles of freedom and democracy essential to the founding principles of the United States.

Senate Bill 1264 (2024)

Instructional Requirements, continued

- The increasing threat of communism in the United States and to our allies through the 20th century, including the events of the Cultural Revolution in the People's Republic of China and other mass killings from communist regimes.
- The economic, industrial and political events that have preceded and anticipated communist revolutions.
- The communist policies of Cuba and the spread of communist ideologies throughout Latin America, including the roots of the Communist Party of Cuba and guerilla forces throughout Latin America.

Senate Bill 1264

Rule 6A-1.09401, F.A.C., Standards Updates

- In response to SB 1264, the Department called for a workgroup made up of Florida social studies educators and national content experts.
- The workgroup is in the process of creating a standalone strand of K-12 standards for the history of communism.
- These standards are anticipated to go before the State Board of Education (SBOE) for adoption in April 2025.

Senate Bill 1264

Rule 6A-1.09412, F.A.C., Course Updates

- Following their adoption, we anticipate the new standards will be implemented into courses.
- The proposed courses will go before the SBOE for adoption in June 2025 for implementation in 2025-26.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Updates for Grades 9-12

Financial Literacy Graduation Requirement

- Section 1003.4282(3)(h), F.S., established the requirement that, beginning in the 2023-2024 school year, students entering Grade 9 must earn one-half credit of instruction in personal financial literacy and money management.
- There are currently 5 courses that fulfill this requirement.
 - Personal Finance and Money Management (2102371)
 - Personal Finance and Money Management Honors (2102373)
 - Economics with Personal Finance (2102300)
 - Economics with Personal Finance Honors (2102305)
 - Personal Financial Literacy (8500120)

FDOE Task Forces

- The Florida Department of Education continues to work closely with two task forces.
 - The Commissioner of Education's African American History Task Force
 - The Commissioner of Education's Task Force on Holocaust Education

New and Revised Standards

- Following the work done by the Asian American and Pacific Islander Workgroup and the Civics Workgroup due to HB 1537, several new and revised standards were created.
- Additionally, while the workgroups were completing their respective tasks, the members, along with other Florida educational stakeholders, suggested revisions to existing Civics and Government standards to improve accuracy as well as clarity for Florida teachers and students.

New and Revised Standards

- The proposed new and revised standards were then posted online January 24, 2024, and remained open for public comment until February 9, 2024.
- Public feedback was then incorporated into the standards.
- Another rule workshop was held Monday, April 15, 2024.
- These standards were presented before and adopted by the Florida State Board of Education during their May 29, 2024, meeting.

New and Revised Courses

- Following the adoption of the aforementioned standards and benchmarks, several new and revised courses are being created.
- These new courses will incorporate the African American History Standards adopted in 2023.
 - This includes the creation of a brand new, one credit African American History Honors course for high school.
- The benchmarks created and revised by the Civics and Asian American Pacific Islander Workgroups will also be incorporated.
- The History of Communism Standards that are being developed will be implemented throughout K-12 courses.
- These courses are anticipated to be presented to the State Board of Education during their meeting in June 2025.

Timothy MacGregor
Director, Social Studies & The Arts
Bureau of Standards and Instructional Support
Student Success is our STANDARD
Florida Department of Education
Phone: (850) 245-0489
Email Address: Timothy.MacGregor@fldoe.org

Bureau of Standards and Instructional Support (BSIS) Professional Learning Feedback





www.FLDOE.org

