

Standards, Pacing, and Course Fit

CivicOS Labs

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Florida Pilot Kit — Pacing Guide

One-week pilot in five paired lessons, with alternative pacings for different educational settings.

This guide gives you four ways to run the Florida Pilot Kit: the default one-week intensive, a relaxed two-week version, a five-week after-school program, and a weekend microschool intensive. Pick the pacing that fits your setting and your students. The lessons themselves are the same across pacings; only the time you spend on each varies.

What every pacing has in common

The Pilot Kit teaches five paired lessons:

1. **What AI Is and Is Not** — the basics: what artificial intelligence actually is, what it can and cannot do, and why the difference matters
2. **Verifying AI Answers With Sources** — the verification habit; how to check AI claims against real, reliable sources
3. **Media Bias, Claims, and Digital Persuasion** — how to think critically about information from any source — AI, news, advocacy, social media
4. **Privacy, Ethics, and Academic Integrity** — using AI responsibly in school work and personal life
5. **Civic Tech Mini-Project** — a short project applying everything from lessons 1–4 to a real local or state issue

Each lesson is roughly **45 minutes of core instruction**, plus **15–30 minutes of independent student work** (reading, writing, project work, reflection). The Pilot Kit assumes the teacher leads the core instruction; the independent work can happen during class, as homework, or in a flex block.

Each lesson includes:

- **Teacher Edition** — full lesson plan with timings, teaching notes, differentiation, assessment, and answer keys
- **Student Edition** — student-facing reading at grade level, activities, vocabulary, and reflection
- **No-install version** as the default — works on any device with a browser; no local AI installation required
- **Optional installation extension** — for students whose home setups support it; not required for the core lesson

Pacing Option 1: One-Week Intensive (DEFAULT)

The standard pilot pacing. Five lessons across five consecutive school days. Best fit for: classroom teachers running a full week’s curriculum block, library media specialists running a one-week summer or break program, microschools running a focused weekly theme.

Day	Lesson	Core Instruction	Independent Work
Monday	Lesson 1: What AI Is and Is Not	45 minutes	20 minutes (Student Reading + Self-Check)
Tuesday	Lesson 2: Verifying AI Answers With Sources	45 minutes	25 minutes (Verification Activity)
Wednesday	Lesson 3: Media Bias, Claims, and Digital Persuasion	45 minutes	25 minutes (Information Integrity Lab Mini)
Thursday	Lesson 4: Privacy, Ethics, and Academic Integrity	45 minutes	20 minutes (AI Use Reflection)
Friday	Lesson 5: Civic Tech Mini-Project	60 minutes	30 minutes (project completion + presentation prep)

Total contact time: approximately 4 hours of core instruction, plus 2 hours of independent student work over the week.

Recommended: Schedule the Friday lesson with extra time if possible (60–75 minutes for core instruction) so students can complete their mini-project and share back to the class.

Daily time note: Lessons 1–4 usually require about 65–75 minutes when core instruction and independent work are combined. Lesson 5 is longer; plan for approximately 90 minutes total, or split project completion/presentation into a follow-up block.

Pacing Option 2: Two-Week Relaxed

Same five lessons, spread across two weeks with built-in time for deeper discussion, slower pacing, and student support. Best fit for: homeschool families pacing for one student, ELL-heavy classrooms needing additional vocabulary support, classes with significant prior-knowledge variation.

Week 1: - Day 1: Lesson 1 introduction (30 min) + Student Reading - Day 2: Lesson 1 discussion and Self-Check (30 min) - Day 3: Lesson 2 introduction (30 min) + Student Reading - Day 4: Lesson 2 verification activity (45 min) - Day 5: Discussion and review (30 min); start Lesson 3 reading

Week 2: - Day 1: Lesson 3 introduction and Information Integrity Lab Mini (45 min) - Day 2: Lesson 3 discussion + start Lesson 4 reading (30 min) - Day 3: Lesson 4 main lesson and AI Use Reflection (45 min) - Day 4: Lesson 5 project introduction and start (60 min) - Day 5: Lesson 5 project completion and presentations (60 min)

Total contact time: approximately 6 hours of core instruction across 10 days.

Pacing Option 3: Five-Week After-School Program

One lesson per week, designed for after-school programs, library youth programs, or elective enrichment blocks that meet weekly. Best fit for: library media specialists running a five-week winter or spring program, after-school clubs, summer enrichment series.

Week	Lesson	Session Length	Notes
1	Lesson 1: What AI Is and Is Not	60 minutes	Add a 15-minute orientation at the start of the first session
2	Lesson 2: Verifying AI Answers With Sources	60 minutes	
3	Lesson 3: Media Bias, Claims, and Digital Persuasion	60 minutes	
4	Lesson 4: Privacy, Ethics, and Academic Integrity	60 minutes	
5	Lesson 5: Civic Tech Mini-Project	75 minutes	Allow extra time for student presentations and program closing

Total contact time: approximately 5 hours across five weekly sessions.

Recommendation: ask students to do a small amount of independent work between sessions (the Self-Check in the Student Edition for that lesson) so the next week’s session can build on it.

Pacing Option 4: Weekend Microschool Intensive

Full pilot completed across two weekend days. Best fit for: microschools or homeschool co-ops running periodic intensive blocks, family learning weekends, summer immersion programs.

Saturday: - Morning (9:00 AM – 12:00 PM): Lessons 1 and 2 with breaks - Lunch - Afternoon (1:00 PM – 4:00 PM): Lesson 3 and start of Lesson 4

Sunday: - Morning (9:00 AM – 12:00 PM): Complete Lesson 4 and start of Lesson 5 - Lunch - Afternoon (1:00 PM – 4:00 PM): Complete Lesson 5 mini-project, presentations, and closing

Total contact time: approximately 12 hours across two weekend days, with breaks built in.

Recommendation: include physical movement breaks every 45–60 minutes; this pacing is dense and students need them.

Pacing Option 5: Single-Day Intensive (NOT RECOMMENDED, but documented)

Some institutional contexts (a single PD day, a pre-camp day, a one-day workshop) ask for a single-day version. We document this pacing reluctantly — it sacrifices the depth that makes the curriculum work — but provide it for educators whose only option is a single day.

- 9:00 AM – 9:45 AM: Lesson 1
- 9:55 AM – 10:40 AM: Lesson 2
- 10:50 AM – 11:35 AM: Lesson 3
- 11:35 AM – 12:30 PM: Lunch
- 12:30 PM – 1:15 PM: Lesson 4
- 1:25 PM – 2:55 PM: Lesson 5 mini-project (compressed)
- 3:05 PM – 3:30 PM: Presentations and closing

Caveat: the verification practice, source evaluation habits, and project work all benefit substantially from time between lessons for reflection and consolidation. A single-day version delivers the content but loses the consolidation. Use only when no other pacing is available.

Choosing your pacing

Your setting	Recommended pacing
Florida public middle school, full weekly block	Option 1 (One-Week Intensive)
Florida public middle school, 30-min daily block	Option 2 (Two-Week Relaxed) or Option 3 (Five-Week)
Florida private or charter school, similar	Option 1 or Option 2
Homeschool family, one student	Option 2 (Two-Week Relaxed)
Homeschool co-op meeting weekly	Option 3 (Five-Week)
Microschool, daily	Option 1 or Option 2
Microschool, intensive blocks	Option 4 (Weekend Intensive)
Library media center, after-school program	Option 3 (Five-Week)
Library media center, summer/break program	Option 1 or Option 4
Camp or single-day workshop	Option 5 (last resort)

What happens after the pilot

When you finish all five lessons, your students should be able to:

- Explain in their own words what AI is and is not
- Demonstrate the verification habit by checking an AI claim against real sources
- Identify bias and missing context in information from multiple types of sources
- Articulate the ethics of using AI in their school work
- Apply all of the above to a real local or state issue through the Civic Tech Mini-Project

Their portfolio should include:

- An AI Concept Map (Lesson 1)
- A Source Verification Log entry (Lesson 2)
- A Media Analysis (Lesson 3)
- An AI Use Disclosure (Lesson 4)
- A Civic Issue Brief (Lesson 5)

You should be able to:

- Decide whether the curriculum is a fit for your setting
- Provide structured feedback to inform the full curriculum (Phase 2 and Phase 3)
- Make a more informed decision about adopting longer versions if and when they ship

The Pilot Feedback Form and the Pilot Adopter Feedback Form are both designed to capture what you learned. Five minutes of feedback after the pilot makes the next version of this curriculum significantly better.

Time commitments at a glance

Pacing	Total Days	Daily Time	Total Contact Hours
One-Week Intensive	5	60–80 min	~4–5 hours
Two-Week Relaxed	10	30–60 min	~6 hours
Five-Week After-School	5	60–75 min	~5 hours
Weekend Intensive	2	6 hours	~12 hours
Single-Day	1	6 hours	~6 hours

The four recommended pacings (Options 1–4) all produce comparable learning outcomes. The single-day option (Option 5) is documented for completeness but produces meaningfully less consolidation.

A note on “extra time”

If your setting allows more time per lesson than pacings above suggest, use the extra time for:

- Deeper student discussion (especially after Lessons 3 and 4 — both raise topics students often want to talk through)
- Optional extension activities listed in the Teacher Edition for each lesson
- Local-installation extension track for students whose home setups support it
- More substantial Civic Tech Mini-Project work in Lesson 5 (the project benefits significantly from additional research and presentation time)
- Cross-curricular connections (the Teacher Edition lists ELA, civics, science, and math integration points for each lesson)

The pacings above are the minimum viable versions. The curriculum supports more time well; it does not support meaningfully less time.

Florida Pilot Kit — Standards Alignment Matrix

Per-lesson, benchmark-level alignment to current Florida standards across CS, Civics, and B.E.S.T. ELA frameworks.

This matrix is built to administrator and ESA-reviewer audit standards. Every alignment includes the specific benchmark code, the official benchmark text, the Florida course where the benchmark applies, the in-lesson evidence that exercises the benchmark, the student artifact that demonstrates the benchmark was met, and the public source URL where the code is verifiable.

Verification pass status: v3.3 — CPALMS / FDOE benchmark verification pass complete (2026-05-15), with course-code hardening completed (2026-05-17). Every benchmark code below has been resolved against an official public source (CPALMS individual standard pages, the July 2024 B.E.S.T. CS Standards PDF, the B.E.S.T. ELA Standards PDF, the FDOE 6-8 Civics Instructional Guide updated February 2026, the B.E.S.T. Social Studies Standards Book, and the FDOE Course Code Directory). The prior open course-code items for M/J Language Arts 2/3, M/J Digital Discoveries, and current intensive-reading support lanes are closed.

Important format change since prior matrix versions

Florida adopted **new B.E.S.T. Computer Science standards in July 2024 (effective December 2024)**. These replaced the earlier strand-based codes. The current format is:

- Single-grade prefixes** (SC.6.*, SC.7.*, SC.8.*) — not the legacy SC.68.CS-* format
- Strand abbreviations:** CC (Communication and Collaboration), HS (Personal Health and Safety), CO (Computing Components), PE (Programming and Software Engineering), TI (Technological Impact), ET (Emerging Technologies), CS (Cyber Security)
- There is **no "Digital Citizenship" strand by name** in B.E.S.T. CS; that content sits inside HS and TI
- B.E.S.T. ELA uses **C** (Communicating) as the prefix for what other frameworks call "Writing" — so research and argument benchmarks appear as ELA.7.C.1.3 (argument) and ELA.7.C.4.1 (research), not ELA.7.W.*
- B.E.S.T. ELA also has a **K-12 ELA Expectations (EE) strand** that carries discussion-skills, voice/tone, and other K-12-wide expectations as numbered codes (e.g., ELA.K12.EE.4.1, ELA.K12.EE.6.1) rather than grade-specific benchmarks

All codes below reflect the current B.E.S.T. format.

Honest caveats on substance-match limits

Two substance-match gaps deserve transparent disclosure rather than glossing:

- AI hallucination terminology.** B.E.S.T. CS does not use the term "hallucination." However, **SC.8.PE.3.3 ("Evaluate the benefits and limitations of the use of models")** in the Programming and Software Engineering strand directly covers the substance of "model limitations" that hallucination-discussion exercises. The matrix uses SC.8.PE.3.3 as the model-limits anchor, with the caveat that the curriculum's specific framing of hallucination and verification habits is enrichment beyond benchmark vocabulary.
- Citation conventions.** B.E.S.T. ELA has no standalone "documenting sources / citing" benchmark at grade 7. Citation lives in the Conventions Progression Chart appendix. Where the curriculum requires citation (Lessons 2, 3, 5), the matrix cites ELA.7.C.4.1 (research) as the closest numbered fit.

Discussion-skills coverage, previously flagged as a gap, is in fact addressed by the K-12 ELA Expectations strand: **ELA.K12.EE.4.1** ("Use appropriate collaborative techniques and active listening skills") and **ELA.K12.EE.6.1** ("Use appropriate voice and tone"). These codes are integrated into the lesson tables below where applicable.

Florida course codes referenced in this matrix

The Pilot Kit serves multiple Florida middle school courses. Course codes below have been verified against CPALMS preview pages and the FDOE Course Code Directory. The May 17, 2026 publication-hardening pass closed the prior M/J Language Arts 2/3 and Digital Discoveries verification items against official FDOE / CPALMS sources.

Course (FDOE / CPALMS official title)	Code	Verification	CPALMS / FDOE URL
M/J Navigating Technology: Digital Literacy and Digital Citizenship	0200024	Confirmed 2026-05-15 — listed as "2025 and beyond (current)" on CPALMS, associated with current CS benchmarks	https://www.cpalms.org/PreviewStandard/PrintStandard/119735
M/J Grade 6 Digital Discoveries	0200021	Confirmed 2026-05-17 — current 2025-26 FDOE Grades 6-8 Course Code Directory, Computer Science section	https://www.fldoe.org/core/fileparse.php/20833/urllt/10-3.pdf
M/J Grade 7 Digital Discoveries	0200022	Confirmed 2026-05-17 — current 2025-26 FDOE Grades 6-8 Course Code Directory, Computer Science section	https://www.fldoe.org/core/fileparse.php/20833/urllt/10-3.pdf
M/J Grade 8 Digital Discoveries	0200023	Confirmed 2026-05-17 — current 2025-26 FDOE Grades 6-8 Course Code Directory, Computer Science section	https://www.fldoe.org/core/fileparse.php/20833/urllt/10-3.pdf
M/J Civics (year-long, grade 7)	2106010	Confirmed 2026-05-15 — CPALMS lists current and 2026-and-beyond versions	https://www.cpalms.org/PreviewStandard/PrintStandard/3225
M/J Civics, Advanced	2106020	Confirmed 2026-05-15 (CPALMS)	https://www.cpalms.org/PreviewCourse/Preview/13315

Course (FDOE / CPALMS official title)	Code	Verification	CPALMS / FDOE URL
M/J Civics & Career Planning	2106016	Confirmed 2026-05-15 (CPALMS)	https://www.cpalms.org/PreviewStandard/PrintStandard/3225
M/J Civics and Digital Technologies	2106029	Confirmed 2026-05-15 — relevant adjacent course lane combining civics with digital technology coverage	(CPALMS preview, related-course listing)
M/J U.S. History (grade 8 — embeds SS.8.CG benchmarks)	2100010	Confirmed 2026-05-15	(CPALMS preview parallel)
M/J Language Arts 1 (grade 6)	1001010	Confirmed 2026-05-15 — CPALMS direct match; FDOE CCD: https://www.fldoe.org/policy/articulation/ccd/	https://www.cpalms.org/PreviewStandard/PrintStandard/6094
M/J Language Arts 2 (grade 7)	1001040	Confirmed 2026-05-17 — CPALMS related-course listing and FDOE 2025-26 student database update list it as current	https://www.cpalms.org/PreviewStandard/PrintStandard/5955
M/J Language Arts 3 (grade 8)	1001070	Confirmed 2026-05-17 — CPALMS related-course listing and FDOE 2025-26 student database update list it as current	https://www.cpalms.org/PreviewStandard/PrintStandard/6137
M/J Intensive Reading 1	1000010	Confirmed 2026-05-17 — CPALMS English certification/course listing; current intensive-reading support lane	https://www.cpalms.org/PreviewCertification/PrintCertification/144?IsPrintPreview=true
M/J Intensive Reading 2	1000012	Confirmed 2026-05-17 — CPALMS English certification/course listing; current intensive-reading support lane	https://www.cpalms.org/PreviewCertification/PrintCertification/144?IsPrintPreview=true
M/J Intensive Reading 3	1000014	Confirmed 2026-05-17 — CPALMS English certification/course listing; current intensive-reading support lane	https://www.cpalms.org/PreviewCertification/PrintCertification/144?IsPrintPreview=true
M/J Intensive Reading and Career Planning	1000020	Confirmed 2026-05-17 — CPALMS English certification/course listing; current intensive-reading support lane	https://www.cpalms.org/PreviewCertification/PrintCertification/144?IsPrintPreview=true
Legacy M/J Reading 1/2/3 sequence	1008010 / 1008040 / 1008070 — terminated	Confirmed 2026-05-17 — CPALMS related-course listings show the older M/J Reading 2/3 sequence as terminated after 2020-21; use current M/J Intensive Reading 1/2/3 codes above for reading-support citations	https://www.cpalms.org/PreviewStandard/PrintStandard/6096 ; https://www.cpalms.org/PreviewStandard/PrintStandard/6106

Naming note for ELA courses: FDOE's official course title is “M/J Language Arts 1/2/3” — there is no “Comprehensive” qualifier. Earlier matrix versions used “M/J Comprehensive Language Arts” informally. Codes are identical; only the title presentation has been corrected.

Naming note for Digital Discoveries: For 2025-26, FDOE's current Grades 6-8 Course Code Directory lists **M/J Grade 6 Digital Discoveries (#0200021)**, **M/J Grade 7 Digital Discoveries (#0200022)**, and **M/J Grade 8 Digital Discoveries (#0200023)** in the Computer Science section. FDOE's Summary of Changes lists the prior **M/J Computer Science Discoveries** courses (#0200000 / #0200010 / #0200020) as removed from the CCD starting with the 2025-26 school year, with 2024-25 the last year they could be offered.

How each lesson alignment is structured

For each of the five Pilot Kit lessons, the matrix below provides:

1. **Standard frameworks addressed** — overview of which Florida standards categories the lesson touches
2. **Per-benchmark alignment table** — for each specific benchmark addressed, the matrix shows: code, framework, official benchmark text, course where it applies, in-lesson evidence, student artifact, source URL, verification date
3. **Pilot teacher's audit checklist** — quick-reference summary suitable for forwarding to a curriculum reviewer or ESA program administrator

Lesson 1: What AI Is and Is Not

Standard frameworks addressed: - **Florida B.E.S.T. CS Standards (grades 6–8)** — Emerging Technologies (primary); Programming and Software Engineering (model limits — strong addition); Communication and Collaboration; Computing Components - **Florida Civics & Government** — SS.7.CG.2.9 (introduced through “AI as a source whose framing must be examined”; full development in Lessons 2–3) - **Florida B.E.S.T. ELA (grade 7 anchor; grade 6 and 8 parallels available)** — Reading Informational Text, Vocabulary Acquisition, Communication, K-12 Expectations (collaborative techniques)

Per-benchmark alignment (Lesson 1)

Code	Framework	Official Text	Course	In-Lesson Evidence	Student Artifact	Source URL
SC.6.ET.2.1	FL B.E.S.T. CS — Grade 6 Emerging Tech	"Identify the characteristics of Artificial Intelligence (AI)."	M/J Grade 6 Digital Discoveries (#0200021); M/J Navigating Tech (#0200024)	Reading "The Kind of AI This Lesson Is About" and "How an LLM Works"	AI Concept Map	https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/cs/csstandards202407

Code	Framework	Official Text	Course	In-Lesson Evidence	Student Artifact	Source URL
SC.6.ET.2.2	FL B.E.S.T. CS — Grade 6 Emerging Tech	"Discuss the benefits associated with Artificial Intelligence (AI)."	M/J Grade 6 Digital Discoveries (#0200021); M/J Navigating Tech (#0200024)	"What AI Is Good At" reading	AI Concept Map ("what AI is good at" branch)	(B.E.S.T. CS PDF)
SC.7.ET.2.1	FL B.E.S.T. CS — Grade 7 Emerging Tech	"Explore future technologies and the role artificial intelligence (AI) may play."	M/J Grade 7 Digital Discoveries (#0200022)	Reading on AI in current and future use; teacher demo	AI Concept Map	(B.E.S.T. CS PDF)
SC.8.ET.2.1	FL B.E.S.T. CS — Grade 8 Emerging Tech	"Explore the use of an artificial intelligence (AI) device to accomplish a task."	M/J Grade 8 Digital Discoveries (#0200023)	Teacher demo of AI service generating response	AI Concept Map	(B.E.S.T. CS PDF)
SC.8.ET.2.2	FL B.E.S.T. CS — Grade 8 Emerging Tech	"Discuss the utilization of intelligent behavior in technology." (Clarification: instruction includes speech and language understanding and computer vision)	M/J Grade 8 Digital Discoveries (#0200023)	Reading on language-pattern prediction; "How an LLM Works"	AI Concept Map ("How AI works" branch)	(B.E.S.T. CS PDF)
SC.8.PE.3.3	FL B.E.S.T. CS — Grade 8 Programming and Software Engineering	"Evaluate the benefits and limitations of the use of models."	M/J Grade 8 Digital Discoveries (#0200023)	Strong primary fit for the model-limits substance — "What AI Is Not Good At" reading covers benefits and limits of LLMs as computational models	AI Concept Map ("what AI is not good at" branch)	(B.E.S.T. CS PDF)
SC.7.CC.2.2	FL B.E.S.T. CS — Grade 7 Communication & Collaboration	"Analyze one's own ideas with research-based information to create a unique digital artifact."	M/J Grade 7 Digital Discoveries (#0200022); M/J Navigating Tech (#0200024)	Concept Map construction integrates lesson reading with student's own analysis	AI Concept Map (the digital artifact)	(B.E.S.T. CS PDF)
SC.7.CO.2.2	FL B.E.S.T. CS — Grade 7 Computing Components	"Identify and describe the function of the main internal parts of a basic computing device." (Clarification: motherboard, hard drive, CPU, RAM, GPU)	M/J Grade 7 Digital Discoveries (#0200022); M/J Navigating Tech (#0200024)	Substrate context for "AI runs on computing systems" framing	Concept Map (background context)	(B.E.S.T. CS PDF)
SS.7.CG.2.9	FL Civics — Grade 7	"Analyze media and political communications and identify examples of bias, symbolism and propaganda."	M/J Civics #2106010	Hallucination + verification habit <i>introduced</i> (full development in Lesson 2 and 3)	Concept Map ("why we verify" branch)	https://www.fldoe.org/file/15223/CivicsGovInstructGuide-6-8.pdf
ELA.7.R.2.1	FL B.E.S.T. ELA — Grade 7 Reading (Structure)	"Explain how individual text sections and/or features convey a purpose in texts."	M/J Language Arts 2 (#1001040); grade 6 and 8 parallels at ELA.6.R.2.1 / ELA.8.R.2.1	Student Reading is grade-level informational text (~Lexile 1100L) with section structure	Concept Map reflects structural comprehension	https://www.fldoe.org/core/fileparse.php/18736/urlt/EnglishLanguageArts.pdf

Code	Framework	Official Text	Course	In-Lesson Evidence	Student Artifact	Source URL
ELA.7.V.1.1	FL B.E.S.T. ELA — Grade 7 Vocabulary	"Integrate academic vocabulary appropriate to grade level in speaking and writing."	M/J Language Arts 2 (#1001040)	Five technical terms introduced (AI, LLM, model, prompt, hallucinate) and used in context	Self-Check Q1; Concept Map vocabulary	(B.E.S.T. ELA PDF)
ELA.7.V.1.3	FL B.E.S.T. ELA — Grade 7 Vocabulary (Context & Connotation)	"Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level."	M/J Language Arts 2 (#1001040)	Vocabulary section explicitly teaches context-based use	Concept Map; reflection use of vocabulary	(B.E.S.T. ELA PDF)
ELA.7.C.2.1	FL B.E.S.T. ELA — Grade 7 Communication (Oral)	"Present information orally, in a logical sequence, emphasizing key points that support the central idea."	M/J Language Arts 2 (#1001040)	Class discussion during Activity 1; partner share-out of Concept Maps	Discussion participation (formative)	(B.E.S.T. ELA PDF)
ELA.K12.EE.4.1	FL B.E.S.T. ELA — K-12 ELA Expectations	"Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations."	M/J Language Arts 2 (#1001040) and all M/J Language Arts variants	Class discussion during Activity 1; partner discussion during Concept Map construction	Discussion participation	(B.E.S.T. ELA PDF)

Pilot teacher's audit checklist for Lesson 1

- ☒ Florida B.E.S.T. CS: Emerging Technologies (SC.6/7/8.ET.2.1+); **SC.8.PE.3.3 (model limits — strong fit)**; Communication & Collaboration; Computing Components — confirmed codes
- ☒ Florida Civics SS.7.CG.2.9: introduced (full development in Lessons 2–3)
- ☒ Florida B.E.S.T. ELA: Reading Informational Text (R.2.1), Vocabulary (V.1.1, V.1.3), Communication (C.2.1), K-12 Expectations (EE.4.1) — confirmed codes
- ☒ Course fit: M/J Navigating Technology #0200024; M/J Grade 6/7/8 Digital Discoveries 0200021/22/23; M/J Language Arts 1/2/3
- ☒ Student artifact: AI Concept Map (in portfolio)

Lesson 2: Verifying AI Answers With Sources

Standard frameworks addressed: - **Florida B.E.S.T. CS** — Emerging Technologies; Programming and Software Engineering (model limits, continued); Personal Health and Safety; Communication and Collaboration - **Florida Civics** — SS.7.CG.2.9 (primary, full development); SS.7.CG.2.8 (introduced) - **Florida B.E.S.T. ELA** — Reading Informational Text (Argument), Communication (Research), Vocabulary, K-12 Expectations

Per-benchmark alignment (Lesson 2)

Code	Framework	Official Text	Course	Evidence	Artifact	Source URL	Verified
SC.7.ET.2.1	FL B.E.S.T. CS — Grade 7 ET	"Explore future technologies and the role artificial intelligence (AI) may play."	M/J Grade 7 Digital Discoveries (#0200022); M/J Navigating Tech (#0200024)	Verification activity uses real AI output as source under examination	Source Verification Log	(B.E.S.T. CS PDF)	2026-05-15
SC.8.PE.3.3	FL B.E.S.T. CS — Grade 8 PE	"Evaluate the benefits and limitations of the use of models."	M/J Grade 8 Digital Discoveries (#0200023)	Primary substance fit — verification habit IS the model-limits evaluation practice	Source Verification Log	(B.E.S.T. CS PDF)	2026-05-15

Code	Framework	Official Text	Course	Evidence	Artifact	Source URL	Verified
SC.7.HS.1.4	FL B.E.S.T. CS — Grade 7 PHS	“Categorize potential dangers to an individual’s safety and security.”	M/J Grade 7 Digital Discoveries (#0200022); M/J Navigating Tech (#0200024)	Discussion of consequences of uncritical AI use (academic, personal, civic)	Source Verification Log + reflection	https://www.cpalms.org/PreviewStandard/PrintStandard/119735	2026-05-15
SC.7.HS.1.6	FL B.E.S.T. CS — Grade 7 PHS	“Compare the risks and benefits of accessing the Internet.”	M/J Grade 7 Digital Discoveries (#0200022)	Risks/benefits framing for AI as information source	Source Verification Log	(B.E.S.T. CS PDF)	2026-05-15
SC.7.CC.2.2	FL B.E.S.T. CS — Grade 7 CC	“Analyze one’s own ideas with research-based information to create a unique digital artifact.”	M/J Grade 7 Digital Discoveries (#0200022)	Verification = comparing AI output to research-based sources to produce documented log	Source Verification Log is the digital artifact	(B.E.S.T. CS PDF)	2026-05-15
SS.7.CG.2.9	FL Civics — Grade 7	“Analyze media and political communications and identify examples of bias, symbolism and propaganda.”	M/J Civics #2106010	Primary alignment — verification activity directly practices source-bias evaluation	Source Verification Log evaluates source credibility	https://www.fldoe.org/file/15223/CivicsGovInstructGuide-6-8.pdf	2026-05-15
SS.7.CG.2.8	FL Civics — Grade 7	“Examine the impact of media, individuals, and interest groups on monitoring and influencing government.”	M/J Civics #2106010	Comparison of AI as information source against established media/official sources	Discussion + reflection	https://www.fldoe.org/file/15223/CivicsGovInstructGuide-6-8.pdf	2026-05-15
ELA.7.R.2.4	FL B.E.S.T. ELA — Grade 7 Reading (Argument)	“Track the development of an argument, analyzing the types of reasoning used and their effectiveness.”	M/J Language Arts 2 (#1001040)	Verification = analyzing AI’s reasoning/claim against source evidence	Source Verification Log	(B.E.S.T. ELA PDF)	2026-05-15
ELA.7.C.4.1	FL B.E.S.T. ELA — Grade 7 Communication (Research)	“Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research.”	M/J Language Arts 2 (#1001040)	Primary fit — verification activity is short structured research with documentation	Source Verification Log is the documented research artifact	(B.E.S.T. ELA PDF)	2026-05-15
ELA.7.V.1.1	FL B.E.S.T. ELA — Grade 7 Vocabulary	“Integrate academic vocabulary appropriate to grade level in speaking and writing.”	M/J Language Arts 2 (#1001040)	Six verification vocabulary terms (verification, source, credibility, primary source, secondary source, citation)	Source Verification Log uses vocabulary	(B.E.S.T. ELA PDF)	2026-05-15
ELA.K12.EE.4.1	FL B.E.S.T. ELA — K-12 ELA Expectations	“Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.”	M/J Language Arts 2 (#1001040)	Partner discussion of verification findings	Discussion participation	(B.E.S.T. ELA PDF)	2026-05-15

Audit checklist for Lesson 2

- ✔ Florida B.E.S.T. CS: SC.7.ET.2.1, **SC.8.PE.3.3 (primary substance fit)**, SC.7.HS.1.4, SC.7.HS.1.6, SC.7.CC.2.2 — confirmed
- ✔ Florida Civics SS.7.CG.2.9: primary alignment (full development)
- ✔ Florida Civics SS.7.CG.2.8: introduced
- ✔ Florida B.E.S.T. ELA: R.2.4, C.4.1 (primary), V.1.1, EE.4.1 — confirmed
- ✔ Student artifact: Source Verification Log (portfolio)

Lesson 3: Media Bias, Claims, and Digital Persuasion







Standard frameworks addressed: - **Florida B.E.S.T. CS** — Technological Impact (primary), Personal Health and Safety - **Florida Civics** — SS.7.CG.2.9 (primary, full development); SS.7.CG.2.8 (continued); SS.8.CG.2.2 / SS.8.CG.2.4 (grade 8 civic-participation extensions) - **Florida B.E.S.T. ELA** — Reading Informational Text (Argument, Comparative, Rhetoric), Communication (Argument), Vocabulary, K-12 Expectations

Per-benchmark alignment (Lesson 3)

Code	Framework	Official Text	Course	Evidence	Artifact	Source URL	Verified
SC.7.TI.1.3	FL B.E.S.T. CS — Grade 7 Technological Impact	"Identify how media is used to influence information."	M/J Grade 7 Digital Discoveries (#0200022); M/J Navigating Tech (#0200024)	Strong primary fit — Information Integrity Lab Mini directly exercises this benchmark	Media Analysis	(B.E.S.T. CS PDF)	2026-05-15
SC.8.HS.3.2	FL B.E.S.T. CS — Grade 8 Personal Health & Safety	"Analyze how digital media and communication influence behavior."	M/J Grade 8 Digital Discoveries (#0200023)	Discussion of digital persuasion mechanisms; how content shapes behavior	Media Analysis	(B.E.S.T. CS PDF)	2026-05-15
SC.7.HS.1.7	FL B.E.S.T. CS — Grade 7 PHS	"Examine safe practices for technology use."	M/J Grade 7 Digital Discoveries (#0200022)	Discussion of recognizing manipulation attempts; protective discernment	Media Analysis demonstrates discernment	(B.E.S.T. CS PDF)	2026-05-15
SS.7.CG.2.9	FL Civics — Grade 7	"Analyze media and political communications and identify examples of bias, symbolism and propaganda."	M/J Civics #2106010	Primary alignment — central focus of lesson	Media Analysis is the structured artifact	https://www.fldoe.org/file/15223/CivicsGovInstructGuide-6-8.pdf	2026-05-15
SS.7.CG.2.8	FL Civics — Grade 7	"Examine the impact of media, individuals, and interest groups on monitoring and influencing government."	M/J Civics #2106010	Examining how different sources/stakeholders shape public belief on chosen topic	Media Analysis	https://www.fldoe.org/file/15223/CivicsGovInstructGuide-6-8.pdf	2026-05-15
SS.8.CG.2.4	FL Civics — Grade 8 (taught within M/J U.S. History #2100010)	"Explain how forms of civic and political participation changed from the Colonial period through Reconstruction."	M/J U.S. History #2100010 (embedded civics)	Information Integrity Lab Mini connects historical media-and-democracy patterns to present	Reflection responses	(FDOE 6-8 Civics Instructional Guide)	2026-05-15
ELA.7.R.2.4	FL B.E.S.T. ELA — Grade 7 Reading (Argument)	"Track the development of an argument, analyzing the types of reasoning used and their effectiveness."	M/J Language Arts 2 (#1001040)	Six-question framework analyzes argument structure across sources	Media Analysis	(B.E.S.T. ELA PDF)	2026-05-15
ELA.7.R.3.3	FL B.E.S.T. ELA — Grade 7 Reading (Comparative)	"Compare and contrast how authors with differing perspectives address the same or related topics or themes."	M/J Language Arts 2 (#1001040)	Strong fit — reading across multiple sources on same topic is the lesson's core activity	Media Analysis "pattern across sources" paragraph	(B.E.S.T. ELA PDF)	2026-05-15
ELA.7.R.3.4	FL B.E.S.T. ELA — Grade 7 Reading (Rhetoric)	"Explain the meaning and/or significance of rhetorical devices in a text."	M/J Language Arts 2 (#1001040)	Identifying persuasion / framing / missing context across sources	Media Analysis	(B.E.S.T. ELA PDF)	2026-05-15
ELA.7.C.1.3	FL B.E.S.T. ELA — Grade 7 Communication (Argument)	"Write and support a claim using logical reasoning, relevant evidence from multiple sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim."	M/J Language Arts 2 (#1001040)	Pattern-across-sources paragraph requires written claim with multi-source evidence	Media Analysis	(B.E.S.T. ELA PDF)	2026-05-15
ELA.7.V.1.1	FL B.E.S.T. ELA — Grade 7 Vocabulary	"Integrate academic vocabulary appropriate to grade level in speaking and writing."	M/J Language Arts 2 (#1001040)	Seven analytical vocabulary terms (bias, claim, evidence, audience, missing context, persuasion, information integrity)	Media Analysis uses vocabulary	(B.E.S.T. ELA PDF)	2026-05-15

Code	Framework	Official Text	Course	Evidence	Artifact	Source URL	Verified
ELA.K12.EE.4.1	FL B.E.S.T. ELA — K-12 ELA Expectations	"Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations."	M/J Language Arts 2 (#1001040)	Class demonstration discussion; partner analysis	Discussion participation	(B.E.S.T. ELA PDF)	2026-05-15
ELA.K12.EE.6.1	FL B.E.S.T. ELA — K-12 ELA Expectations	"Use appropriate voice and tone when speaking or writing."	M/J Language Arts 2 (#1001040)	Discussion protocol when engaging respectfully with disagreement	Discussion participation; reflection responses	(B.E.S.T. ELA PDF)	2026-05-15

Audit checklist for Lesson 3

-  Florida B.E.S.T. CS: SC.7.TI.1.3 (strong primary), SC.8.HS.3.2, SC.7.HS.1.7 — confirmed
-  Florida Civics SS.7.CG.2.9: primary, full development
-  Florida Civics SS.7.CG.2.8: continued
-  Florida Civics SS.8.CG.2.4: grade 8 civic-participation extension (taught within M/J U.S. History #2100010)
-  Florida B.E.S.T. ELA: R.2.4, R.3.3, R.3.4, C.1.3, V.1.1, EE.4.1, EE.6.1 — confirmed
-  Student artifact: Media Analysis (portfolio)

Lesson 4: Privacy, Ethics, and Academic Integrity

Standard frameworks addressed: - **Florida B.E.S.T. CS** — Personal Health and Safety (primary), Cyber Security, Technological Impact, **Computing Components (local-vs-cloud — strong addition)** - **Florida Civics** — SS.8.CG.2.2 / SS.8.CG.2.3 (grade 8 civic obligations and civic virtue) - **Florida B.E.S.T. ELA** — Communication (Argument), Vocabulary, K-12 Expectations

Per-benchmark alignment (Lesson 4)

Code	Framework	Official Text	Course	Evidence	Artifact	Source URL	Verified
SC.7.HS.1.4	FL B.E.S.T. CS — Grade 7 PHS	"Categorize potential dangers to an individual's safety and security."	M/J Grade 7 Digital Discoveries (#0200022); M/J Navigating Tech (#0200024)	"Privacy: What Not to Share" reading categorizes privacy and identity dangers	AI Use Disclosure	https://www.cpalms.org/PreviewStandard/PrintStandard/119735	2026-05-15
SC.7.HS.1.6	FL B.E.S.T. CS — Grade 7 PHS	"Compare the risks and benefits of accessing the Internet."	M/J Grade 7 Digital Discoveries (#0200022)	Risks/benefits framing for commercial AI services	AI Use Disclosure	(B.E.S.T. CS PDF)	2026-05-15
SC.7.HS.1.7	FL B.E.S.T. CS — Grade 7 PHS	"Examine safe practices for technology use."	M/J Grade 7 Digital Discoveries (#0200022)	Simple test ("would I be comfortable if this were posted publicly?"); safe practices for AI use	AI Use Disclosure	(B.E.S.T. CS PDF)	2026-05-15
SC.8.HS.1.2	FL B.E.S.T. CS — Grade 8 PHS	"Develop procedures to protect personal information while accessing the Internet." (Clarifications: software that does not protect against disclosure of personal information; theft of personal data including SSNs, banking information, identity)	M/J Grade 8 Digital Discoveries (#0200023); M/J Navigating Tech (#0200024)	Strong primary fit — explicit privacy procedures for AI service use	AI Use Disclosure	(B.E.S.T. CS PDF)	2026-05-15
SC.8.HS.3.2	FL B.E.S.T. CS — Grade 8 PHS	"Analyze how digital media and communication influence behavior."	M/J Grade 8 Digital Discoveries (#0200023)	"Privacy and Ethics Are Civic Skills" — how AI use shapes habits and behavior	AI Use Disclosure + reflection	(B.E.S.T. CS PDF)	2026-05-15
SC.7.CS.1.1	FL B.E.S.T. CS — Grade 7 Cyber Security	"Describe data in its three states and potential threats to each state."	M/J Grade 7 Digital Discoveries (#0200022)	Discussion of data submitted to AI in transit, at rest on company servers, and in use during inference	AI Use Disclosure	(B.E.S.T. CS PDF)	2026-05-15

Code	Framework	Official Text	Course	Evidence	Artifact	Source URL	Verified
SC.7.CS.3.3	FL B.E.S.T. CS — Grade 7 Cyber Security	"Identify data vulnerabilities." (Clarification: password strength, biometric access, two-factor authentication; encryption types)	M/J Grade 7 Digital Discoveries (#0200022)	Discussion of AI-service data-handling vulnerabilities	AI Use Disclosure	(B.E.S.T. CS PDF)	2026-05-15
SC.8.CS.2.1	FL B.E.S.T. CS — Grade 8 Cyber Security	"Evaluate security and privacy issues that relate to computer networks and Internet of Things (IoT) devices."	M/J Grade 8 Digital Discoveries (#0200023)	Cloud AI = networked service; analogous network/cloud privacy issues	AI Use Disclosure	(B.E.S.T. CS PDF)	2026-05-15
SC.8.CS.2.3	FL B.E.S.T. CS — Grade 8 Cyber Security	"Describe the permanency of data on the Internet, online identity and personal privacy." (Clarification: includes the "Right to be Forgotten")	M/J Grade 8 Digital Discoveries (#0200023)	"When You Use Local AI, Privacy Works Differently" — durability of submitted information	AI Use Disclosure	(B.E.S.T. CS PDF)	2026-05-15
SC.8.CO.3.1	FL B.E.S.T. CS — Grade 8 Computing Components	"Compare the benefits and limitations of desktop applications and their complimentary online subscription version."	M/J Grade 8 Digital Discoveries (#0200023)	Strong primary fit — local AI vs. cloud AI tradeoff is a direct application of this comparison framework	AI Use Disclosure (privacy-properties section)	(B.E.S.T. CS PDF)	2026-05-15
SC.7.TI.2.1	FL B.E.S.T. CS — Grade 7 Technological Impact	"Describe legal and ethical behaviors when using information and technology and describe the consequences of misuse."	M/J Grade 7 Digital Discoveries (#0200022)	Capability-vs-credential framing; consequences of misuse	AI Use Disclosure with reflection	(B.E.S.T. CS PDF)	2026-05-15
SC.7.TI.2.2	FL B.E.S.T. CS — Grade 7 TI	"Describe and model responsible use of modern communication media and devices."	M/J Grade 7 Digital Discoveries (#0200022)	Strong primary fit — entire lesson models responsible AI use	AI Use Disclosure	(B.E.S.T. CS PDF)	2026-05-15
SC.7.TI.2.4	FL B.E.S.T. CS — Grade 7 TI	"Explore the ethical use of collected data."	M/J Grade 7 Digital Discoveries (#0200022)	Ethics of how AI services collect and use user prompts	AI Use Disclosure	(B.E.S.T. CS PDF)	2026-05-15
SS.8.CG.2.2	FL Civics — Grade 8 (within M/J U.S. History #2100010)	"Compare the responsibilities of citizens at the local, state and national levels."	M/J U.S. History #2100010 (embedded civics)	Connection between personal integrity habits and citizen responsibilities at multiple levels	AI Use Disclosure + reflection	(FDOE 6-8 Civics Instructional Guide)	2026-05-15
SS.8.CG.2.3	FL Civics — Grade 8 (within M/J U.S. History #2100010)	"Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction."	M/J U.S. History #2100010 (embedded civics)	"Privacy and Ethics Are Civic Skills" — explicit linkage of academic integrity habits to civic virtue	AI Use Disclosure + reflection	(FDOE 6-8 Civics Instructional Guide)	2026-05-15
ELA.7.C.1.3	FL B.E.S.T. ELA — Grade 7 Communication (Argument)	"Write and support a claim using logical reasoning, relevant evidence from multiple sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim."	M/J Language Arts 2 (#1001040)	Reflection writing articulates ethical position with reasoning	AI Use Disclosure + reflection	(B.E.S.T. ELA PDF)	2026-05-15

Code	Framework	Official Text	Course	Evidence	Artifact	Source URL	Verified
ELA.7.V.1.1	FL B.E.S.T. ELA — Grade 7 Vocabulary	"Integrate academic vocabulary appropriate to grade level in speaking and writing."	M/J Language Arts 2 (#1001040)	Six ethical vocabulary terms (privacy, personal information, disclosure, plagiarism, academic integrity, capability)	AI Use Disclosure	(B.E.S.T. ELA PDF)	2026-05-15
ELA.K12.EE.4.1	FL B.E.S.T. ELA — K-12 ELA Expectations	"Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations."	M/J Language Arts 2 (#1001040)	Activity 2 ethics scenarios discussion; collaborative engagement with disagreement	Discussion participation	(B.E.S.T. ELA PDF)	2026-05-15
ELA.K12.EE.6.1	FL B.E.S.T. ELA — K-12 ELA Expectations	"Use appropriate voice and tone when speaking or writing."	M/J Language Arts 2 (#1001040)	Voice/tone discipline in disclosure-writing and ethical scenarios discussion	AI Use Disclosure; discussion participation	(B.E.S.T. ELA PDF)	2026-05-15

Audit checklist for Lesson 4

- ☒ Florida B.E.S.T. CS: SC.6/7/8.HS series (primary); SC.7.CS.1.1, SC.7.CS.3.3, SC.8.CS.2.1, SC.8.CS.2.3 (cyber); SC.7.TI.2.1, **SC.7.TI.2.2 (strong primary)**, **SC.7.TI.2.4 (ethics)**; **SC.8.CO.3.1 (local-vs-cloud — strong fit)** — confirmed
- ☒ Florida Civics SS.8.CG.2.2, SS.8.CG.2.3: civic responsibility + civic virtue extensions
- ☒ Florida B.E.S.T. ELA: C.1.3, V.1.1, EE.4.1, EE.6.1 — confirmed
- ☒ Student artifact: AI Use Disclosure (portfolio)

Lesson 5: Civic Tech Mini-Project

Standard frameworks addressed: - **Florida B.E.S.T. CS** — Technological Impact (engaging public officials — near-perfect match), Emerging Technologies, Communication and Collaboration - **Florida Civics** — SS.7.CG.2.10 (PRIMARY — direct, near-verbatim benchmark match), SS.7.CG.2.9 (continued), SS.7.CG.2.8 (continued); SS.8.CG.2.2 / SS.8.CG.2.6 (grade 8 active-participation extensions) - **Florida B.E.S.T. ELA** — Communication (Argument, Research, Oral, Tech-in-Communication), Reading (Comparative), Vocabulary, K-12 Expectations

Per-benchmark alignment (Lesson 5)

Code	Framework	Official Text	Course	Evidence	Artifact	Source URL	Verified
SS.7.CG.2.10	FL Civics — Grade 7	"Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action."	M/J Civics #2106010	PRIMARY — the mini-project IS this benchmark in practice. Five-step structure (frame question → identify responsible agency → find official sources → use AI as thinking partner → produce artifact) maps directly to the benchmark's components	Civic Issue Brief	https://www.fldoe.org/file/15223/CivicsGovInstructGuide-6-8.pdf	2026-05-15
SC.8.TI.2.2	FL B.E.S.T. CS — Grade 8 Technological Impact	"Use a local or federal government website to engage with a public official."	M/J Grade 8 Digital Discoveries (#0200023)	Near-perfect fit — mini-project Step 2 (identify responsible official) and Letter to a Public Official artifact option	Civic Issue Brief or Letter to Public Official	(B.E.S.T. CS PDF)	2026-05-15
SC.7.TI.2.2	FL B.E.S.T. CS — Grade 7 TI	"Describe and model responsible use of modern communication media and devices."	M/J Grade 7 Digital Discoveries (#0200022)	Mini-project produces a public-facing artifact using digital tools responsibly	Civic Issue Brief	(B.E.S.T. CS PDF)	2026-05-15
SC.7.ET.2.1	FL B.E.S.T. CS — Grade 7 Emerging Tech	"Explore future technologies and the role artificial intelligence (AI) may play."	M/J Grade 7 Digital Discoveries (#0200022)	Step 4 — using AI as thinking partner with verification	Civic Issue Brief AI Use Statement	(B.E.S.T. CS PDF)	2026-05-15

Code	Framework	Official Text	Course	Evidence	Artifact	Source URL	Verified
SC.7.TI.2.4	FL B.E.S.T. CS — Grade 7 TI	"Explore the ethical use of collected data."	M/J Grade 7 Digital Discoveries (#0200022)	Mini-project requires ethical use of AI and source data	AI Use Statement in Civic Issue Brief	(B.E.S.T. CS PDF)	2026-05-15
SC.7.CC.2.2	FL B.E.S.T. CS — Grade 7 Communication & Collaboration	"Analyze one's own ideas with research-based information to create a unique digital artifact."	M/J Grade 7 Digital Discoveries (#0200022); M/J Navigating Tech (#0200024)	Civic Issue Brief integrates student's own analysis with multi-source research	Civic Issue Brief	(B.E.S.T. CS PDF)	2026-05-15
SS.7.CG.2.9	FL Civics — Grade 7	"Analyze media and political communications and identify examples of bias, symbolism and propaganda."	M/J Civics #2106010	Mini-project considers how chosen issue is represented across media types	Civic Issue Brief "Different Perspectives" section	https://www.fldoe.org/file/15223/CivicsGovInstructGuide-6-8.pdf	2026-05-15
SS.7.CG.2.8	FL Civics — Grade 7	"Examine the impact of media, individuals, and interest groups on monitoring and influencing government."	M/J Civics #2106010	Mini-project examines stakeholder influence on chosen issue	Civic Issue Brief	https://www.fldoe.org/file/15223/CivicsGovInstructGuide-6-8.pdf	2026-05-15
SS.8.CG.2.2	FL Civics — Grade 8 (within M/J U.S. History #2100010)	"Compare the responsibilities of citizens at the local, state and national levels."	M/J U.S. History #2100010 (embedded civics)	Mini-project requires identifying the right level of government for the chosen issue	Civic Issue Brief "Responsible Agency or Official" section	(FDOE 6-8 Civics Instructional Guide)	2026-05-15
SS.8.CG.2.6	FL Civics — Grade 8 (within M/J U.S. History #2100010)	"Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction."	M/J U.S. History #2100010 (embedded civics)	Lesson connects student-as-citizen to historical expansion of participatory rights	Civic Issue Brief reflects civic stance	(FDOE 6-8 Civics Instructional Guide)	2026-05-15
ELA.7.C.1.3	FL B.E.S.T. ELA — Grade 7 Communication (Argument)	(Claim with logical reasoning, multi-source evidence, counterclaim acknowledgment)	M/J Language Arts 2 (#1001040)	"What I Think Should Happen and Why" + "Different Perspectives" sections require argument with counterclaim	Civic Issue Brief	(B.E.S.T. ELA PDF)	2026-05-15
ELA.7.C.4.1	FL B.E.S.T. ELA — Grade 7 Communication (Research)	"Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research."	M/J Language Arts 2 (#1001040)	Mini-project = sustained multi-source research; "What I Don't Know" section captures additional questions	Civic Issue Brief with cited sources	(B.E.S.T. ELA PDF)	2026-05-15
ELA.7.R.3.3	FL B.E.S.T. ELA — Grade 7 Reading (Comparative)	"Compare and contrast how authors with differing perspectives address the same or related topics or themes."	M/J Language Arts 2 (#1001040)	Mini-project requires reading across multiple stakeholder perspectives	Civic Issue Brief "Different Perspectives" section	(B.E.S.T. ELA PDF)	2026-05-15
ELA.7.C.2.1	FL B.E.S.T. ELA — Grade 7 Communication (Oral)	"Present information orally, in a logical sequence, emphasizing key points that support the central idea."	M/J Language Arts 2 (#1001040)	Activity 3: class sharing of mini-project findings	Presentation (formative)	(B.E.S.T. ELA PDF)	2026-05-15
ELA.7.C.5.1	FL B.E.S.T. ELA — Grade 7 Communication (Multimedia)	"Integrate diverse digital media to build cohesion in oral or written tasks."	M/J Language Arts 2 (#1001040)	Civic Issue Brief integrates multiple digital sources (gov't websites, news, advocacy materials)	Civic Issue Brief	(B.E.S.T. ELA PDF)	2026-05-15
ELA.7.C.5.2	FL B.E.S.T. ELA — Grade 7 Communication (Tech)	"Use digital tools to produce and share writing."	M/J Language Arts 2 (#1001040)	Mini-project produces a digital artifact	Civic Issue Brief	(B.E.S.T. ELA PDF)	2026-05-15

Code	Framework	Official Text	Course	Evidence	Artifact	Source URL	Verified
ELA.7.V.1.1	FL B.E.S.T. ELA — Grade 7 Vocabulary	"Integrate academic vocabulary appropriate to grade level in speaking and writing."	M/J Language Arts 2 (#1001040)	Five civic-process vocabulary terms (agency, jurisdiction, policy, public official, public records)	Civic Issue Brief uses vocabulary	(B.E.S.T. ELA PDF)	2026-05-15
ELA.K12.EE.4.1	FL B.E.S.T. ELA — K-12 ELA Expectations	"Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations."	M/J Language Arts 2 (#1001040)	Activity 1 group discussion for issue selection; Activity 3 class sharing	Discussion participation	(B.E.S.T. ELA PDF)	2026-05-15

Headline alignment: SS.7.CG.2.10's official text reads almost as a description of the Civic Tech Mini-Project itself. Of all five lessons, Lesson 5 has the cleanest standard-to-activity match in the matrix.

Audit checklist for Lesson 5

- ✓ Florida Civics SS.7.CG.2.10: **PRIMARY — near-perfect benchmark match**
- ✓ Florida Civics SS.7.CG.2.9, SS.7.CG.2.8: continued
- ✓ Florida Civics SS.8.CG.2.2, SS.8.CG.2.6: grade 8 active-participation extensions
- ✓ Florida B.E.S.T. CS: SC.8.TI.2.2 (near-perfect), SC.7.TI.2.2, SC.7.ET.2.1, SC.7.TI.2.4, SC.7.CC.2.2 — confirmed
- ✓ Florida B.E.S.T. ELA: C.1.3, C.4.1, R.3.3, C.2.1, C.5.1, C.5.2, V.1.1, EE.4.1 — confirmed
- ✓ Student artifact: Civic Issue Brief (portfolio)

Cross-Reference Summary Table

Standard / Strand	L1	L2	L3	L4	L5
FL B.E.S.T. CS — ET (Emerging Technologies)	●	○	○	○	●
FL B.E.S.T. CS — PE (Programming & Software Engineering — model limits via SC.8.PE.3.3)	●	●	○	○	○
FL B.E.S.T. CS — CC (Communication & Collaboration)	●	●	○	○	●
FL B.E.S.T. CS — CO (Computing Components — incl. SC.8.CO.3.1 local-vs-cloud)	○	○	○	●	○
FL B.E.S.T. CS — HS (Personal Health & Safety)	○	●	●	●	○
FL B.E.S.T. CS — TI (Technological Impact)	○	○	●	●	●
FL B.E.S.T. CS — CS (Cyber Security)	○	○	○	●	○
FL Civics — SS.7.CG.2.8 (media/groups influencing govt.)	○	●	●	○	●
FL Civics — SS.7.CG.2.9 (bias/propaganda analysis)	●	●	●	○	●
FL Civics — SS.7.CG.2.10 (citizens addressing problems)	○	○	○	○	●
FL Civics — SS.8.CG.2.2 (citizen responsibilities, grade 8)	○	○	○	●	●
FL Civics — SS.8.CG.2.3 (civic virtue, grade 8)	○	○	○	●	○
FL Civics — SS.8.CG.2.4 (civic participation history, grade 8)	○	○	●	○	○
FL Civics — SS.8.CG.2.6 (expanded participation through amendments, grade 8)	○	○	○	○	●
FL B.E.S.T. ELA — R (Reading Informational Text)	●	●	●	○	●
FL B.E.S.T. ELA — C.1 (Communication: Argument)	○	○	●	●	●

Standard / Strand	L1	L2	L3	L4	L5
FL B.E.S.T. ELA — C.2 (Communication: Oral)	●	○	○	○	●
FL B.E.S.T. ELA — C.4 (Communication: Research)	○	●	○	○	●
FL B.E.S.T. ELA — C.5 (Communication: Multimedia/Tech)	○	○	○	○	●
FL B.E.S.T. ELA — V (Vocabulary)	●	●	●	●	●
FL B.E.S.T. ELA — K-12 EE (Collaborative Discussion / Voice & Tone)	●	●	●	●	●

Legend: ● = primary alignment; ○ = supporting alignment

Course Lane Summary Table

Course	Code	L1	L2	L3	L4	L5
M/J Navigating Technology	#0200024	●	●	●	●	●
M/J Grade 6 Digital Discoveries	#0200021	●	○	○	○	○
M/J Grade 7 Digital Discoveries	#0200022	●	●	●	●	●
M/J Grade 8 Digital Discoveries	#0200023	●	●	●	●	●
M/J Civics	#2106010	○	●	●	○	●
M/J Civics, Advanced	#2106020	○	●	●	○	●
M/J Civics & Career Planning	#2106016	○	○	○	●	●
M/J Civics and Digital Technologies	#2106029	●	●	●	●	●
M/J U.S. History (grade 8 — embeds SS.8.CG)	#2100010	○	○	●	●	●
M/J Language Arts 1/2/3	#1001010/1001040/1001070	●	●	●	●	●
M/J Intensive Reading 1	#1000010	○	●	●	○	●
M/J Intensive Reading and Career Planning	#1000020	○	●	●	○	●
Homeschool implementation	n/a	●	●	●	●	●
Microschool implementation	n/a	●	●	●	●	●
Library after-school program	n/a	●	●	●	●	●

How to use this matrix for adoption documentation

For a school principal or curriculum director: - Show the per-lesson alignment tables above; each row includes confirmed code, official benchmark text, and source URL - The matrix is benchmark-level, with substance-match caveats disclosed honestly - Lesson 5 (Civic Tech Mini-Project) demonstrates the cleanest alignment in the kit — SS.7.CG.2.10's text reads almost as a description of the mini-project itself - Lessons 1–2 anchor AI's structural-limits substance on **SC.8.PE.3.3** (model evaluation), Lesson 4's local-vs-cloud privacy framing on **SC.8.CO.3.1** (desktop vs. online subscription comparison), and Lesson 4's "responsible AI use" core on **SC.7.TI.2.2** (responsible use of communication media)

For a Florida ESA / Family Empowerment Scholarship application: - Submit the per-lesson alignment tables as supporting documentation - The matrix demonstrates benchmark-level alignment across CS, Civics, and ELA frameworks at the middle school level - Pair with the ESA Documentation Guide for application-specific framing

For a district CTE coordinator: - The M/J Navigating Technology #0200024 and M/J Grade 6/7/8 Digital Discoveries series (0200021/22/23) are the primary fits - M/J Civics and Digital Technologies #2106029 is a particularly strong adjacent lane, as it combines civics with digital technology coverage in a single course - All course codes in this matrix have been verified against public CPALMS or FDOE Course Code Directory sources

For audit by a curriculum reviewer: - Every benchmark code is sourced to a public CPALMS or FDOE URL with a verification date - Substance-match caveats are disclosed where benchmark text doesn't fully cover curriculum content (notably the absence of "hallucination" terminology in B.E.S.T. CS, even though SC.8.PE.3.3 covers the substance; and absence of standalone citation benchmarks in B.E.S.T. ELA) - There are no remaining open verification items for the Pilot Kit's standards, benchmark codes, or cited course lanes as of the v3.3 hardening pass

Public sources used for verification (2026-05-15)

- **Florida B.E.S.T. CS Standards (July 2024 revision)** — <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/cs/csstandards202407.pdf>
- **Florida B.E.S.T. ELA Standards** — <https://www.fldoe.org/core/fileparse.php/18736/urlt/EnglishLanguageArts.pdf>
- **Florida B.E.S.T. Social Studies Standards Book** — https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/ss/ss_standardsbook_bc_240417_finalada.pdf
- **FDOE 6-8 Civics & Government Instructional Guide (Updated February 2026)** — <https://www.fldoe.org/file/15223/CivicsGovInstructGuide-6-8.pdf>
- **FDOE Course Code Directory** — <https://www.fldoe.org/policy/articulation/ccd/>
- **FDOE 2025-26 Grades 6-8 Course Code Directory, Section 3** — <https://www.fldoe.org/core/fileparse.php/20833/urlt/10-3.pdf>
- **FDOE 2025-26 Summary of Changes to CCD** — <https://www.fldoe.org/file/7746/SummaryofChanges2526.pdf>
- **FDOE 2025-26 Automated Student Information Database Updates** — <https://origin.fldoe.org/file/7574/2526stupdates.pdf>
- **CPALMS individual standard preview pages** — specific CPALMS source URLs are cited in the relevant benchmark rows above.
- **CPALMS course preview pages** — specific CPALMS source URLs are cited in the relevant course-code rows above.
- **FDOE Standards & Instructional Support** — <https://www.fldoe.org/academics/standards/>
- **FDOE Civics & Government Resources** — <https://www.fldoe.org/academics/standards/subject-areas/social-studies/civics-gov-res.stml>
- **Family Empowerment Scholarship** — <https://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/fes/>
- **CPALMS (general)** — <https://www.cpalms.org>

CPALMS and the FDOE Course Code Directory are public resources — no subscription required. All verifications above were performed against the public sources listed.

Open verification items

None for the Pilot Kit’s standards, benchmark codes, or cited course lanes as of the 2026-05-17 hardening pass.

The prior open items for **M/J Language Arts 2/3**, **M/J Grade 6/7/8 Digital Discoveries**, and **grade-specific intensive-reading support lanes** are closed as of 2026-05-17. The older M/J Reading 1/2/3 sequence is documented as terminated and is not used as a current course lane in this matrix.

Adaptation to other states

The structure of this matrix is portable to other states. Future state editions will:

- Replace Florida B.E.S.T. CS strand references with the equivalent state CS standards
- Replace Florida Civics standards with the equivalent state social studies standards
- Replace Florida B.E.S.T. ELA references with the equivalent state ELA standards
- Replace Florida course codes with the equivalent state course codes
- Update the verification source URLs to that state’s standards publication

The underlying lesson content does not change. Only the alignment wrapper does.

States planned for future editions: Texas TEKS, California Common Core State Standards, generic Common Core implementation, and other states as adoption demand emerges.

All benchmark codes verified against public CPALMS / FDOE sources on 2026-05-15. M/J Language Arts 2/3, M/J Grade 6/7/8 Digital Discoveries, and current M/J Intensive Reading support course codes verified against public CPALMS / FDOE sources on 2026-05-17. Re-verification of any benchmark code listed here can be performed against the CPALMS individual standard preview pages or official FDOE publications cited in each row.